# TA: A:T-A: MAGAZINE

OFFICIAL ORGAN OF THE BERTA TEACHERS' ASSOCIATION

LUME 24

NO. 2

# Christmas, 1943

In all the battered cities of Europe, even in Berlin, there will presently be witnessed the poor, heroic efforts of little people to recapture a glimmer of the ancient light of Christmas . . . Why? Because Christmas offers the one premise from which men can argue to a conclusion which makes sense.

All through the centuries men have been arguing with brilliant logic from opposite premises and have reached a conclusion which may fairly be called a world-madhouse.

"God so loved the world . . ." Whether you regard that as symbolism or as truth, it holds out the Brother-hood of Man as the one point from which all logic leads to sense, sanity and a hopeful outlook upon the Good Life.

So God bless the little people everywhere as they burn their tiny candles!



December, 1943



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# The A.T.A. Magazine



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Official Organ of The Alberta Teachers' Association

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JOHN W. BARNETT, Managing Editor Imperial Bank Bldg., Edmonton



### PROVINCIAL EXECUTIVE ALBERTA TEACHERS' ASSOCIATION

066

Past President...........J. A. Smith, Kitscoty General Sec'y-Treasurer...John W. Barnett, Imperial Bank Bldg., Edmonton PUBLISHED ON THE FIRST OF EACH MONTH

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Volume 24

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Number 2

### EDITORIAL

### FROM MISSOURI

provincial-wide scale of salaries is in the air. The last Trustees' Convention of Alberta thus went on record. What a splendid idea! Just think of the amount of time that could be saved both by the trustees and the teachers in haggling over salaries. Once a schedule is approved seventy-five per cent of the troubles of both trustees and teachers might become but unhappy memories. Any teacher would know when applying for a position just what salary he would be entitled to receive; there could be no more wire-pulling, no special consideration for any teacher bargaining behind the scenes; school trustees would have comparatively little to do in the way of framing their annual budget; teachers would be assured of a conventional allowance for past experience and special qualifications whether they taught in Edmonton or Edberg, in Timbuctoo or Turner Valley. All in all, the educational machine would run so smoothly and amicably. Teachers would be satisfied with their wages and well-assured from now on that as long as they remain in the teaching profession, they can budget on X dollars this year, Y dollars next year and so on ad infinitum. It certainly is a great temptation to teachers unrestrictedly to approve the idea in principle and to strive vigorously for its implementation. But just a minute! Having conceded that a provincial schedule seems at first sight sound in principle, before taking the leap

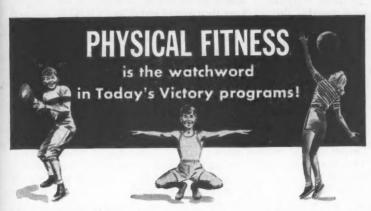
it might be well to consider probable and practical difficulties of its working out and particularly should teachers weigh the arguments of its sponsors when advocating a provincial salary schedule.

IRST of all, since it is urged that, once the Government undertook to bolster the finances of the School Divisions or School Districts as to make it just as easy for the poor as for the richer units to pay according to schedule, would that necessarily result in an even rationing of the teachers throughout the province either in numbers or quality or experience? Few who have really studied the matter from all angles would have confidence to answer, "Yes, definitely!" Would the same salary for every teacher, no matter where located, transform the human tendency to strive to secure employment in or close to large centers plentifully supplied with good roads and railroad facilities making the hop into town or city during the week-end or term-end not only easy but inexpensive, or where the general standard of teacherages or board and room accommodation is good? Obviously, certainly not! What is the use of turning a blind eye to the inherent disabilities of the pioneer areas. Unless the pioneer or poorer districts can offer considerably higher salaries than the better circumstanced ones pay, then as now the latter will secure the lion's share of the teachers and the former take the left-overs-inexperienced Normal School graduates or those of inferior ability. Thus there surely can be no disputing that the wealthier, well-established areas would profit at the others' expense just as at present unless, of course, the teachers in the poorer School Districts can be sufficiently bonused to enable their School Boards to enter into effective competition.

GAIN, it has been urged that under the present system much of a School Board's time is devoted to salary negotiations and a provincial schedule would automatically dispense with that difficulty over night. Quite! But put into plain language that means: "We don't like the idea of teaching staffs being in a position to bargain collectively with their respective School Boards: it wastes time at School Board meetings and sometimes results in hard feelings, etc." After years of effort the teachers of Alberta were successful in securing the statutory right to bargain collectively. Therefore, just so long as The Industrial Conciliation & Arbitration Act exists in its present form, a provincial salary schedule could not bind any School Board nor its employees not to bargain collectively. It seems to us that the teachers of Alberta should think more than once before willingly foregoing their rights in this regard. After all, is not the most important function of a School Board that of securing and maintaining competent teachers?

"The whole scheme of (school) organization, taxation and election leads up to the chief purpose to be attained: viz, to get the children taught by a competent teacher."\*

<sup>\*</sup> Excerpt from judgment of Mr. Justice Stuart in Supreme Court, Alberta, Appellate Division.



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All in all, therefore, it should be considered perfectly fit and proper, even desirable, that adequate time, effort and debate should be devoted ungrudgingly by School Boards to consideration of "getting children taught by competent teachers". Without any begging of the question, this function is mainly resultant upon, if not exclusively dependent upon satisfactory remuneration for, and bargaining with teachers. If that be conceded, then School Boards should be no more timidly disposed to "scrap" over salaries than over other "details" which do their bit to take the joy out of the School Board member's life-and incidentally of the teacher's also. Again, when speaking of the resolution urging a provincial salary schedule, delegates were reported as arguing that under present circumstances certain School Boards could not now compete in the teacher market against better circumstanced Boards. That lets the cat out of the bag beautifully-does it not? It establishes without any distortion whatsoever that the fundamental objective is to put an effective brake on the Law of Supply and Demand, as it affects teachers and their pay.

GAIN, the press reported suggested provincial salary schedule basic minima under contemplation by the trustees present: Elementary, \$900; Intermediate, \$1050; and High School, \$1250. An excellent criteria of what some trustees consider a generous salary schedule for teachers! \$1200 is starred as a province-wide minimum salary for High School teachers: it is to be the same for teachers with a University degree—a salary which students now graduating from the Faculty of Education with a Junior High School certificate and an incompleted University degree would not deign even to look at. We are informed recently that teachers, holders of Junior High School certificates, recently out from the Faculty of Education, have secured a median salary of \$1475. Again the elementary basic minimum of \$900, the very lowest amount which the statute permits to be paid to any teacher, is far less than the value given for hired help on the farms -and school trustees know it. This in spite of the fact that in 1940 the average earnings of all Canadians in industry was \$1,207, which amount has been raised considerably since 1940. Certainly the young boy or girl must be soaked to full saturation point in the missionary spirit to choose teaching as a life work. The oft used phrase presents itself to our mind-"Too little too late." Where does it pack more punch than when applied to this provincial salary schedule line-up? If this is the kind of budgetary allowance in store for teachers taken in conjunction with the Freezing Order, what could be better calculated to convince worldly-wise teachers that teaching is a fine thing to leave? Even if their offspring might have leanings towards teaching, worldly-wise parents of boys and girls must be persuading their children not to take up training to be a teacher. This is evidenced in the progressively decreasing number of Normal School trainees.

'Improved salary scales would attract to the teaching profession more people with the qualities needed, induce them to stay longer in the profession and reduce the number of teachers in training, thus reducing that item of expense."\*

RUSTEES are prone to "confess with the mouth" that they consider salaries of teachers to be inadequate, but unless and until they evidence "belief in the heart", until they emerge generally from the wishful thinking stage, can they hope to curb the progressive decline of people available to teach, whether efficient or otherwise. It is essential to the national interest that Boards cease thinking in terms of statutory minima but rather acting in terms up to at least the average earnings of workers, skilled and unskilled, scaled in Canadian industry. Furthermore, teachers' salaries must not only be substantially raised but also the "dog kennel" type of teacherage will have to disappear. If no other alternative can be found to raise the wherewithal to finance these things, then the mill rate must be raised. Until such time as the trustees in Alberta and throughout the Dominion of Canada evidence determination to give the teachers a better economic status, and until they take this position, the ratepayers of the respective districts will never be spurred to action and exert real pressure where pressure will give real results. Otherwise protestations of anxiety to treat their boys and girls and teachers properly and generously, sound but as brass or tinkling cymbal. However, to curb or attempt to curb any School Board who is determined to get teachers or trustees from bidding above the common level, beyond the common denominator the provincial salary schedule—will accomplish just less than nothing. Did not the trustees, when they passed a resolution urging that there be statutory enactment making membership in the Trustees' Association absolutely compulsory, evidence their paramount objective to be just that? And is it to be disputed that the main purpose of the proposed enactment was to secure the power to discipline, to put over a barrel Trustee Boards who in their anxiety to secure teachers might adopt a lone-wolf attitude and, rather than tolerate their school children remaining teacherless, bid for teachers at salaries above the provincial salary schedule?

### DELAY IS A FETTER

RUSTEES are a fine class of citizens, the rare exception of course proving the rule. The mere fact of becoming members of a Board of Trustees does not make them penny-pinchers. Since the earliest pioneer days trustees have been nurtured in an atmosphere of local taxation—lived, breathed, had their being, where the local mill rate and its level is paramount—and so it was accepted that local taxation proceeds would forever continue to be the main source, the very life blood, to keep the schools running. That is what gets trustees down: this constant compromising with the obsolete serves but to

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<sup>\*</sup> From the Report of the Survey Committee by the Canada and Newfoundland Education association.

perpetuate it. These attempts to patch up obsolete creaking machinery and keep it running somehow or other serves but to delay the instalation of a modern, efficient system. We contend trustees more than the teachers or anybody else have the potential power, if only they would develop and exercise it, to force this issue to a crisis. There is no doubt in our minds as to what would emanate from that crisis. Once the trustees-here, there and everywhere throughout the Dominion of Canada, in season and out of season, wherever they may be-make plain to the parents of children, to the ratepayers, to candidates for election to Provincial Legislatures and the House of Commons, that something just has to be done to provide decent teachers and decently equipped school buildings for the boys and girls of Canada, who would question the result? But, just so long as they continue to give little more than lip-service at Trustees' Conventions to the problem of providing the wherewithal to finance education on any other basis, just so long as they act in terms of the local mill rate and that alone and devote no energetic attention to the absolute necessity of greater Provincial and substantial Dominion Government aid, just so long will education remain under-nourished, condemned to perpetually fight for its very life. Surely it is absurd to suggest that a country which in the early thirties produced less than \$3,000,000,000 in goods, commodities, etc., and which now has an annual production of over \$9,-000,000,000, a nation which has been able to save over \$2,500,000,000 in one year to invest in Victory Loans, (which, by the way, does not cover the total amount of savings), yet can not afford to educate in an adequate manner the citizens-to-be of that nation. Where there is a will there can be found a way: it is purely a question of action. If all those interested in education: trustees, teachers, parents, Departments of Education, Provincial Governments, have the will-and exert it—they will find a way. Neither the Dominion Government nor any other body would dare to resist an upward surge of public opinion in this regard because they know the right must in the long run prevail. Teachers heretofore have been like children crying in the wilderness. Their voices are now being heard at last. If trustees and teachers will pull together with determination and interest rather than let "the wish be father to the thought", the present generation will live to see education adequately supported, divorced from its major dependence on direct taxation plus such grants as provincial Ministers of Education in the scramble for a share of the provincial revenues manage to appropriate for the schools.

### SUNLAND EXTENDS SEASON'S GREETINGS

SUNLAND GRAHAMS MAKE HEALTHY SCHOLARS

### THE SWING TO FEDERAL AID

In last month's President's Column it was stated that: "Three major political parties of Canada, the Liberals, the Progressive Conservatives and the C.C.F. are beginning to vie with one another in their advocacy of Federal Aid." Dr. Sansom made this statement in his reference to spokesmen of three parties on the same platform at Montreal emphasizing the necessity for Dominion participation in financing public education. Presuming that the policy of the New Democracy party is identical with that of the Social Credit Government in Alberta, we can go one better and add the fourth party in Dominion affairs as pledged to Federal Aid.

The following is the reply to a telegram from the Financial Post in Toronto requesting Premier Manning's opinion for publication in a poll of representative Canadians on: "Should control of education

continue to be vested in the provinces?":-

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HIGHEST POSSIBLE STANDARD OF EDUCATION FOR ALL OF PARTICULAR NATIONAL IMPORTANCE AND IN THE NATIONAL INTEREST stop EDUCATIONAL COSTS THEREFORE SHOULD BE BORNE PRIMARILY BY FEDERAL GOVERNMENT BY MEANS OF GRANTS TO THE PROVINCES BUT CONTROL OF ADMINISTRATION SHOULD REMAIN WITH PROVINCES TO ASSURE EFFECTIVE SUPERVISION AND THE EFFICIENT ADAPTATION OF EDUCATIONAL POLICIES TO LOCAL REQUIREMENTS AND CIRCUMSTANCES stop NECESSARY UNIFORMITY THROUGHOUT CANADA CAN BEST BE ACHIEVED THROUGH CLOSE CO-OPERATION BETWEEN PROVINCES RATHER THAN BY CENTRALIZING CONTROL OF EDUCATION WITH THE FEDERAL GOVERNMENT.

E. C. MANNING, PREMIER.

Honorable Solon E. Low, Minister of Education and Provincial Treasurer for Alberta, in his address before the trustees at their recent Convention in Calgary, expressed himself as endorsing strongly state aid for schools—greater Provincial and substantial Federal grants; also at the same gathering, Dr. Robert Newton, President of the University of Alberta, speaking as Chairman of the Education Committee on Reconstruction and Rehabilitation stressed the necessity for Dominion Government participation in financing education.

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CATALOGUE ON REQUEST

# Obituary



MAURICE M. O'BRIEN

Maurice M. O'Brien, secretary of the Department of Education, Provincial Government, for 19 years, died in the city on Monday, November 15th.

The deceased was a native of Peterborough, Ontario and coming to Edmonton in 1905, he taught in the old Strathcona Separate school and joined the staff of the Department of Education in 1907. Mr. O'Brien was appointed chief clerk of the Department and later manager of the School Grant's branch, and was also in charge of Statistics. He served overseas with the 49th Battalion and returning in June 1919, Mr. O'Brien was chief organizer for the Department of Education and in 1924 he became secretary of the Department.

He was formerly a prominent member of the Granite Curling club and honorary secretary of the Northern Alberta branch of the Canadian National Institute for the Blind. Mr. O'Brien also served as official trustee in

certain school districts.

In tribute to Mr. O'Brien, Dr. Fred G. McNally, Deputy Minister of Education, said: "The passing of no one would have severed more links with the past than the death of Mr. O'Brien. He was a loyal, faithful, and efficient servant. Mr. O'Brien represents the last of the old guard—he was our link with the early history of this province."

A graveside service was held at Queenspark Cemetery, Calagary, on Wednesday, November 3rd for Mrs. Robert H. Liggett, wife of the late School Inspector R. H. Liggett. A funeral service had been held in Vancouver on Monday, November 1st.

Mrs. Liggett died in a Vancouver Hospital on Saturday, October 30th after a heart attack following the flu. Mrs. Liggett was born in Waterville, King's County, Nova Scotia; coming west she attended Calgary Normal School, and taught in Edmonton and Saskatoon schools.

Mr. and Mrs. Liggett took a deep interest in community work and were always prominent in church activities. At the time of her husband's passing which occurred on July 9th of this year, Mrs. Liggett and her husband resided in the Drumheller district, but at various times they had resided in Redcliffe, High River, Bassano, Strathmore, Olds, and Coronation, where they have a wide circle of friends who regret their passing.

The Rev. W. B. Laird, of Munson, Alberta, a friend of the Liggett family, conducted the service for the wife as well as the service for the husband who passed away less than four months previously.

Left to mourn are two sons, Dr. Winston Liggett, of Decatur, Illinois; Steward Probationer William N. Liggett, R.C.N. V.R.; her mother, Mrs. H. C. Skinner of Vancouver, B.C.; two brothers, Dr. A. W. Bowles, New Westminster, B.C.; and N. G. Bowles, Red Deer, Alberta.

# President's Column = =

Fellow Teachers:

When current proposals for educational changes in Alberta are realized. they may well constitute the strongest forward movement in education so far made in this province. They take in. if rumor and report can be credited at all, the whole field of education from the University to the smallest rural school. Included in the proposals are the rationalizing and unifying of the entire teacher-training set-up, both pre-service and in-service: the further equalizing of educational opportunities in all areas: an extensive building program to include teacherages as well as schoolhouses; and, as a prerequisite to the educational effectiveness of all these changes, a scale of salaries for teachers intended to insure an educated and experienced teach personnel for Alberta schools.

As for the cost of all this there seems to be no serious doubt that Alberta can well afford to pay for much better educational facilities, considering the province as a whole, than those now available. Even the partial fulfilment of the educational advances now being considered would probably double in a few years the amount currently being spent on education in this province. But this is well within the limits of feasibility. Even in Great Britain, hard hit as she has been by the war, proposals now being entertained call for a doubling of the present costs of education within a period of seven years. "If the democratic way of life is to be broadened and deepened and made richer," writes the President of Britain's Board of Education, "each member of society must be given as good an education as the government can provide".

In Britain, you will observe, it is admittedly the responsibility of "the

government" to do this, not of the "local authorities", as the smaller school areas are called in that country. And this is the key to the problem in Alberta as well. The responsibility for education in this province lies with the senior government. It was placed there fairly and squarely by the terms of the British North America Act. The policy followed up to the present of "passing the buck" to the local areas to the extent of about 85 per cent of the total cost has broken down. It just doesn't function in terms of modern educational needs. The increasing recognition of this by those in authority is one of the most encouraging aspects of the present situation. It is being acknowledged more and more that if the government calls the tune, it should pay the piper. And we can rest assured of this, that until the government does pay the piper, calling the tune will continue to be what it has so largely been in the past, mere noise and bluster, signifying good intentions and little more.

All this has to do with the administrative side. On the professional side there is a correlative responsibility which has to be assumed by the teachers of the province. It must on no account be assumed without question that increased expenditures for education are any guarantee in themselves of an improved educational output. I know of communities, have worked and studied in communities, where far more money was available for education than Alberta will be able to afford in any foreseeable future, and yet where conditions within the system were the despair of 16 responsible authorities. I am not anticipating anything like this here. We have still too far to go in the direction of wealth. But it is well to remember that education is essentially a spiritual process which can flourish astonishingly in humble surroundings (I do not refer to squalor, misery, and physical discomfort), and can decay tragically in schools with marble stairs and fittings, gorgeous entrances and hallways, and exquisitely kept grounds and walks. The esthetic is important in life, but it makes a poor substitute for morals and the intellect.

In the recent past, lacking adequate financial support, perhaps despairing of this, we have been rather frantically trying to improve the educational product by revising the curricula. But here again, unfortunately, we meet with a similar situation. There is no guarantee in the nature of things that a new course of studies, any more than new buildings, will result in an better education for the pupils. Courses of study must of course be revised, perhaps rather frequently, to keep pace with changing needs. But in following up these revisions the discrepancy between the hoped for and the realized is often rather marked. Take the new high school program of Social Studies as an example. Whoever wrote that outline is certainly to be congratulated on his encyclopedic comprehension of the problems of mankind. It is perhaps the most masterly condensation of the social sciences I have ever seen in print. The sad part of it is that it is so hard to discover any replica of the condensation in the minds of the pupils who emerge from the course.

No, revised curricula and good financial and physical conditions for teaching are not enough, important and necessary as they are. Supporting the whole process must be found a body of devoted teachers, simply and sincerely consecrated to the work of their profession. The curricula, the school plants, and the salaries are the

physical side; the teachers are the spiritual side. As both these aspects of the situation are indispensable, as are both mind and body to an individual, it is surely idle to speculate as to which of them is the more important. What it sums up to is this, that the improved conditions we now have some reason to hope for is no guarantee of, but a challenge to better teaching service. It is in taking up the challenge that we shall find our place as a profession.

The Season's greetings to you all, C. SANSOM.



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# **Quality Varies with Price**

By DR. K. F. ARGUE, University of Alberta

THE OPENING sentence of the British White Paper on Educational Reconstruction, though terse and forthright, is far from startling:

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"Upon the education of the people of this country the fate of this country depends."

The same sentiment is a commonplace in Canadian thinking and writing. But is it equally evident in her educational performance and achievement? Are Canadian schools ready for the challenge and promise of the post-war world? One would like to be able to say they are: that they are fully prepared to meet both their present and, as they arise, post-war responsibilities. Unfortunately, however, this does not appear to be the case. Rather it must be stated that Canada's educational efforts must be increased one hundred per cent before her elementary and secondary school provisions may properly be termed adequate. This is not just a personal opinion: it is based on a recent survey of educational needs in Canada carried forward by the Canada and Newfoundland Education Association at the request of Dr. James, Principal of McGill University and Chairman of the Advisory Committee on Reconstruction. The Canada and Newfoundland Education Association includes in its membership the chief officers of Canada's provincial Departments of Education, university professors of education, and many other national leaders of educational thought. Thus it is eminently well qualified to speak with authority on educational matters. Added strength is given to its recent report on Canada's schooling by virtue of the fact that representatives of the Canadian Teachers' Federation, the Canadian Association for Adult Education, and the Canadian National Federation of Home and School were actively associated in the work of the Survey Committee and in the preparation of the report.

Stated tersely and objectively, the Dominion-wide survey may be summarized in the two figures, \$146,-000,000 and \$144,000,000. Canada is, according to most recent statisics. spending annually \$146,000,000 on public education below the university level. The Survey Report expresses the opinion that she must invest an additional \$144,000,000 annually. "not to provide anything like an ideal scheme of national education but merely to provide the financial support needed for a very moderate, practical advance in education." It is for this reason that I say that Canada is confronted with the problem of doubling her educational undertakings in the post-war world.

My remarks have doubtless suggested that the quantitative figures. 144 and 146, reflect also the qualitative aspects of our problem. This suggestion is not without considerable objective support. Many of those who have studied the matter vigorously contend that in education, as elsewhere, you get value in proportion to expenditure. This relationship between price and quality is neither absolute nor invariable. Still when province-wide expenditures are compared with results achieved, the relationship is very marked indeed. Let me give you some evidences of this cost-quality relationship, using two Canadian provinces for purposes of illustration, one of them spending on the average \$550 per year per classroom for instructional services, the other spending \$1297. These are the figures as set forth on page 34 of the Report of the Survey Committee which I mentioned earlier. Any of you who wish to do so may secure

copies of the report of this Survey Committee by writing to Dr. Althouse, Dean of the College of Education, University of Toronto. The table reads as follows:

A Canadian

Province

A Canadian

Province

### SOME EVIDENCES OF COST-QUALITY RELATIONSHIP1

	Basis of Comparison	Paying a Relatively Low Median Salary	Paying a Relatively High Median Salary
1.	Median of teachers' salaries	\$550	\$1297
	Percentage of teachers who are university		¥
	graduates	9.0%	30.1%
3.	Percent. of men in the teaching profession	17.1%	38.0%
	Percentage of students in grades above		
	the eighth (1940)	10.0%	24.0%
5.	Median experience-an index of the total		
	professional life of teachers	7.3 yr.	10.9 yr.
6.	Percentage of attendance to enrolment—		
	an index of regularity of attendance	77.7%	89.0%
7.	Median experience where teaching - an		
	index of the amount of teacher shifting		
	from district to district or in and out of		

the profession \_\_\_\_\_\_\_\_ 2.6 yr. 5.6 yr.

¹ Dominion Bureau of Statistics, "Teachers' Salaries and Qualifications in Eight Provinces 1939, and Elementary and Secondary Education in Canada 1936-38 and 1938-40.

If we proceed on the assumption that there is a rather close relationship between expenditure and quality in education, the following figures will summarize tersely, forcefully, and I think accurately, the extent and extreme diversity of Canada's educational needs. I hope you will consider them carefully, as I feel these figures speak more fluently than any words and phrases I am able to marshall.

It will be noted that the "median" rather than the arithmetical mean or "average" is used throughout the table. This is done in conformity with the practice of the Dominion Bureau of Statistics, and because it is thought that the median salary is generally a better indication of the typical salary than the arithmetical average or mean salary.

By definition the median sets forth that salary level which is reached or exceeded only by the better-paid half of the teacher group. The median salary is a "typical" salary and may properly be regarded as an average salary.

As some are prone to look upon teachers' salaries as payment for only the actual number of weeks spent in the classroom, salaries are computed on a forty-week as well as on a fifty-two week basis. One must not lose sight of the fact, however, that the teacher must live on his salary for the entire fifty-two weeks of the year. Normally it is not considered in the interest of good education that teachers must follow some secondary occupation in order to secure a living wage. It should be further observed that the so-called summer vacation is commonly consumed in attendance at summer sessions in order that teaching efficiency may be maintained and increased.

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### MEDIAN WEEKLY SALARIES OF CANADA'S TEACHERS IN ALL SCHOOLS - 1941

(49.9% of Canada's teachers receive less than these amounts.)1

	Annual		
Prince Edward Island	\$ 422	\$ 8.12	\$10.55
New Brunswick	588	11.32	14.70
Nova Scotia	627	12.06	15.68
Quebec (Protestant)	1247	23.98	31.18
Quebec (Catholic)—Lay teachers	318	6.12	7.95
Religious orders	479	9.21	11.98
Ontario	1055	20.29	26.38
Manitoba	748	14.38	18.70
Saskatchewan	710	13.65	17.75
Alberta	881	16.94	22.03
British Columbia	1321	25.40	33.03
Canada	782	15.04	19.55
<sup>1</sup> In considering the median salaries in		under the Cat	holic Committee

of the Quebec Council of Education one should keep in mind the following fact: The minimum salary in Quebec has been raised to \$400 per annum since July, 1942, and hence median salaries below this figure no longer prevail. As statistics displayed throughout this report are for 1941, special

note should be made of this change.

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non-city schools, the figures are even inces in non-city schools: more alarming. The following are the

If we consider only the teachers in median salaries in the different prov-

### MEDIAN WEEKLY SALARIES OF CANADA'S TEACHERS IN NON-CITY SCHOOLS-1941

(49.9% of Canada's teachers receive less than these amounts.)

	Annual	Salary per 52-week year	Salary per 40-week year
Prince Edward Island	\$ 415	\$ 7.98	\$10.38
Nova Scotia	579	11.13	14.48
New Brunswick	549	10.56	13.73
Quebec (Protestant)	700	13.46	17.50
Quebec (Catholic)—Lay teachers	307	5.90	7.68
Religious orders	350	6.73	8.75
Ontario	860	16.54	21.50
Manitoba	632	12.15	15.80
Saskatchewan	706	13.58	17.65
Alberta	855	16.44	21.38
British Columbia	991	19.06	24.78
Canada	704	13.54	17.60

In other words, to return to figures for the Dominion as a whole, Canada has been offering on the average \$15 a week for teachers. What qualifications does she hope to get for this \$15 per week? The Survey Committee expresses the following opinion, with which I am sure you will agree: "Sound scholarship and high professional skill are demanded in teachers; to acquire these necessitates years of intensive preparation. Robust health of mind and body, maturity of judgment, integrity of character, sympathetic understanding of youth, enthusiastic devotion to duty and a wholesome attitude towards life are also required. In addition personal magnetism and leadership are essential. In short, prospective teachers should be the most capable and most promising young people graduating from our colleges and schools." Does it not seem to you rather unrealistic to expect to get "sound scholarship" with "years of intensive preparation," "high professional skill," "robust health of mind and body," "maturity of judgment," "integrity of character", "sympathetic understanding of youth," "a wholesome attitude towards life," "personal magnetism", and "capacity for leadership"—all this for \$15 a week? If we in Canada continue to bid for such qualifications at such figures I strongly suspect we are merely indulging in that extremely dangerous luxury of wishful thinking—a luxury which we dare not continue into the post-war era.

The Survey Committee recommends that Canada be prepared to offer as a median salary at least \$25 per week to secure the type of person she requires for the training of her youth. To do this would require an additional \$39,000,000 expenditure annually for Canada as a whole.

This is neither the time nor the place for a statistical presentation of Canada's educational problems in the general areas of health, curriculum, administration, a dult education, school buildings, and kindred areas. Suffice it to say that they are in general of comparable magnitude to the problem of securing the kind of educational personnel which Canada needs in the present and post-war world. A few of the tasks should be mentioned specifically for illustrative purposes:

1. Regular medical and dental examinations at sufficiently frequent intervals, with professional advice and, when made necessary by the financial disability of the parents, with remedial treatment.

2. Free immunization against small pox and diphtheria, and, where advisable against scarlet fever and typhoid fever.

Prompt and effective measures to prevent epidemics.

4. Nursing service complete enough to maintain satisfactory health standards.

5. School lunches (where necessary) to prevent dietary deficiencies.
6. Adequate supervision for all

Canadian schools.

7. Larger units of administration in most provinces.

8. More appropriate school buildings. In this connection the Survey Committee has this to say: "Thousands of rural schools are dingy and dirty, without modern heating, landscaping, ventilation, water supply, lighting, playgrounds, or library facilities. At present many are neither safe nor sanitary. To remove or modernize them is an urgent need."

9. Smaller teacher-pupil loads to reduce class size below the point of diminishing returns. To quote the Survey Report: "Recent studies indicate that more than 35 pupils cannot profitably be served in one room. Modern elementary curricula require larger rooms as do shop and laboratory work in up-to-date high schools. More and larger rooms must be provided after the war to ease the situation in many cities."

10. A higher school-leaving age. To quote the Survey again: "The school leaving age for full time atendance should be placed at sixteen years, and part time attendance should be required of pupils until the

age of eighteen."

11. The provision of equalization grants to assure that all the children of all the people in all the provinces secure a proper national minimum of education.

It is all very well for departmental officials, provincial teachers' associations and university professors, to state that the school leaving age should be raised to 16, that health services should be provided for all children, that equalization aid is urgently needed, that increased instructional expenditures are in order, that school building needs are pressing, and that any number of other educational adaptations are in the best interests of the educational and general well-being of localities, provinces and the nation. Still progress toward the achievement of such adaptations will probably be slow until both the leadership and sponsorship of laymen and less professionally-educated bodies and individuals is aggressively working in the interests of Canadian educational reform. This active public interest and concern is the sine qua non of democratic education. The general public has a role in the direction of Canadian schools which may not be sublet to Civil Servants or professional administrators. It is earnestly urged that this responsibility be fully assumed, not primarily in the interests

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of Canada's teachers, but rather in the interests of Canada's children.

\*Note—Copies of the C.N.E.A. Report referred to in Dr. Argue's article form an excellent basis of information for discussion clubs of teachers throughout the province. The information contained therein should be scanned by every real teacher. Copies may be obtained by writing to Head Office. We have a small stock on hand but if there is a large demand we shall send for additional copies. \*Editor.





# **EDUCATION FOR RECONSTRUCTION REPORT**

By MISS BERYL TRUAX and MR. J. H. MITCHELL

T ITS annual convention in May, 1943, the Canadian Association for Adult Education declared its purpose, "to call upon all interested individuals and groups to share with the Association the urgent educational task of creating and strengthening those attitudes and understandings upon which a new Canadian and world society can be founded."

The initial step in giving expression to the Association's aim was the calling of a conference on Education for Reconstruction, which assembled at Macdonald College, Quebec, on September 10th, 11th and 12th. The conference was attended by some 250 men and women of whom 160 were delegates appointed as official representatives of approximately ninety organizations all vitally interested in a programme of education for reconstruction in a post-war world. Every province was amply represented. Among the delegates there were representatives of various racial groups. There were men and women from the ranks of business, industry and labour; service personnel; professional people; social workers and women's organizations. In this diversified group of people there was divergence of views but there emerged a unanimity of opinion that there is immediate need for some well defined plan of education to meet the urgent demand of Canadians for constructive suggestions on problems that are already confronting us.

The members of the conference were stirred by four inspiring addresses from:

Dr. J. S. Thomson, Chairman of the C.B.C., "The New Phase of Adult Education."

Dr. Howard Y. McClusky, Michigan University, Ann Arbor, "Adult Education in a Programme of Education for Reconstruction".

Dr. Walter Kotschnig, Smith College, Massachusetts, "Education for a World Rebuilt."

Squadron-Leader G. Vlastos, formerly Professor of Philosophy, Queen's University, Kingston, "Education for Morale".

The addresses occupied only a minor portion of the delegates' time. The greater part of the conference time was devoted to panel discussions and the formulation of recommendations in committees, for definite plans of action in initiating a programme of education for reconstruction.

It is impossible in a brief space to give expression to all the resolutions of a three-day conference, but some of the outstanding conclusions are herewith summarized.

- 1. A programme of education for reconstruction must aim primarily at the preservation of our democratic way of life. Democracy can function only if there is a considerable body of informed public opinion.
- 2. It is the duty of every citizen to assume responsibility for the future well-being of our people both in relation to internal and external affairs. This is a responsibility which cannot be delegated. Leaders of themselves cannot assure for our people a happy and prosperous future.
- 3. A panel discussion introduced the work of the conference, the participants representing various phases of the question—labour, business etc. The main theme was that we must have some great project to unite the people in a common effort if Canada is to go forward and take her part in the building of the post-war world. The necessity for social security was stressed—full employment, adequate housing, improved rural conditions.

Throughout the discussion, the

thought was implicit that there was need for a lofty ideal to stir the imagination and to inspire the people to put forth their supreme effort to solve the urgent problems now facing the world, for upon their solution depends the survival and development of civilization.

- 4. The programme must be such as will reach out to the individual to create in him a sense of dignity and importance. The individual citizen must feel a sense of community fellowship and an awareness of participation in achievement that is worth while.
- 5. The task of reconstruction is by no means an easy one. It will require effort equivalent to that required in carrying on the war. It will mean struggle, unpleasantness and sacrifice, but the war has demonstrated that individuals and nations are prepared to sacrifice for a worthy objective.

To achieve the desired objectives, the conference drew up a number of concrete plans and recommendations, a few of which are referred to very briefly.

1. All organizations interested in education are urged to arrange through their dominion, provincial, municipal and community councils to participate in an effective programme of education for reconstruction. Each association is requested to seek and

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extend co-operation to other interested organizations. e.g. Teachers are urged to take part in the programmes through their provincial federations, districts and locals. In additions, they should co-operate with departments of education. universities. churches. business and labour organizations, welfare associations and service clubs at provincial, municipal and community levels. Various mediums of building up a programme of education for reconstruction should include radio, films, lectures and discussion groups.

2. A series of national radio broadcasts (in English and French) on a variety of topics concerning reconstruction were initiated over the C.B.C. network on or about November 15th. They are presented on Tuesday or Thursday evenings as close to 8:30 p.m. as possible, having regard to the different time zones. The programmes are supplemented printed material relative to the topic of the broadcast. The C.B.C. is publicizing the series and assists in the distribution of printed pamphlets for discussion purposes. This series has been prepared in response to a widespread public demand for a programme on reconstruction problems similar to the "Farm Forum" and "Labour Forum" programmes.

3. All associations interested in education are urged to organize dis-

cussion groups. These groups should listen to the broadcast, discuss the issues with the aid of supplementary printed material and, on the basis of discussion, submit opinions critical or otherwise, to the provincial office of the organization. These opinions will be summarized and the reports so formulated will be submitted to the C.B.C. for guidance in the preparation of future programmes.

4. It is hoped that community groups will be stimulated to action in matters of reconstruction within their own community; that where advisable, two or more community groups will unite for action on matters of common interest. (e.g. Rehabilitation of service personnel, improved health conditions, housing plans, security of employment, cooperative marketing, town planning, community recreation, transportation, wage levels.)

5. The Conference hopes discussion will create an informed public opinion and give meaning to our democratic way of life. As a result, conclusions may be drawn at community, municipal, provincial or national levels and constructive activities initiated. In order that democracy may function effectively, action should proceed from the community toward the centralized authority as well as from the central body toward the community.



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### NATIONAL HUMANE KEY AWARD CONTEST

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mane Education.

This year's contest closes April 30th, 1944. All those wishing to enter the contest are urged to write at once to the National Humane Key Com-mittee, 180 Longwood Avenue, Bos-ton 15, Mass., for entrance blank and rules of the contest.

DID YOU KNOW THAT? Ottawa has its own living Father Time? He is the gentleman who may be seen riding his bicycle to Parliament Hill's noon-day gun to set and fire the charge that keeps official Ottawa on time. And he does it with a second-hand watch he won in a raffle 25 years ago! This oddity is one of a num-ber described in the latest "Did You Know That?" Canadian Cameo produced by Associated Screen

### Provincial Candidate



DAVID A. URE

Member of the Provincial Executive running as candidate for the vacancy in the Red Deer provincial constituency caused by the death of Alfred Speakman.

### ON THE ORDER FREEZING TEACHERS TO THEIR JOBS WITHOUT ADJUSTING SALARIES TO MEET THE INCREASED COST OF LIVING

By Professor O. J. Todd, University of British Columbia

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Quodam adfigendos frigore, non pretio, Num efficere edictis hiemali tempore temp-

Ut vero emacies conficiasque gelu?

Quodam . . . frigore, "a sort of frost", "what one might call freezing".

### VERSION



N FREEZING the poor teachers to their post, Not using pay as bait, but stern

decree.

You surely do not aim in time of frost To make them shrink and literally freeze?



# **How Well Are We Educated?**

By A. R. BROWN, B.A., Edmonton

"HAVE a letter from a man interested in the education of our young people for the future. His plan has been placed before educational authorities in Great Britain and her dominions. He sends it to me because he feels that we, like Great Britain, must have a spur to release our greatest efforts in the future. This spur must be love of creative work. How can we awaken this spirit in the common man? Obviously, only through education."

Mrs. Eleanor Roosevelt in "My Day".

How much awakening has been done in Canada in the past—not only in creative work but in the whole field of education? Is there room for further development in the future, and what factors may affect it?

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In answering the first of these questions, the answer to the second also reveals itself.

Generally, statistical analysis is used to illustrate the amount of material goods produced, bank clearings, tons of shipping, variations in popula-

tion; seldom is it applied to determine the adequacy of educational performance in a country. Nevertheless, certain statistics are available for use as measures of performance in the provinces.

. The material presented in this report is based on the statistical pamphlet published by the Dominion Bureau of Statistics for 1941. Sufficient data is not presented in the pamphlet to go into all the many aspects of school statistics. It is mainly concerned with the population of the provinces and of the Dominion. setting forth total populations, population by age groups, the number of children enrolled at school and the number of people with education up to a certain level. Besides the above, the tables are broken down to show the same relationships for rural and urban localities and for males and females.

The best introduction of the statistical material available will be the presentation of a table from the pamphlet.

TABLE I
PERCENTAGE RURAL OF TOTAL POPULATION

Provinces	Total Population	Rural Population	% Rural of Total
Prince Edward Island	95,047	70,707	74.4
New Brunswick	457,401	313,978	68.6
Saskatchewan	895,992	600,846	67.05
Alberta	796,169	489,583	61.49
Manitoba	729,744	407,871	55.90
Nova Scotia	577,962	310,422	53.7
British Columbia	817,861	374,467	45.78
Ontario	3,787,655	1,449,022	38.25
Quebec	3,331,882	1,222,198	36.68
Canada	11,506,655	5,254,239	45.66

TABLE II
PERCENTAGE URBAN OF TOTAL POPULATION

Provinces	Total Population	Urban Population	% Urban of Total
Quebec Ontario British Columbia Nova Scotia Manitoba Alberta Saskatchewan New Brunswick Prince Edward Island Canada	3,331,882	2,109,684	63.32
	3,787,655	2,338,633	61.75
	817,861	443,394	54.22
	577,962	267,540	46.3
	729,744	321,873	44.1
	796,169	306,586	38.51
	895,992	295,146	32.95
	457,401	143,423	31.4
	95,047	24,340	25.6
	11,506,655	6,252,416	54.34

It is evident from Table I that of the three eastern provinces and the three prairie provinces, a dominant part of the population is rural, whereas, of Quebec, Ontario, British Columbia and Canada as a whole, a greater part of the population is urban.

These two Tables illustrate some factors relevant to the problem of education. They indicate some of the drawbacks present that must be considered for fuller development in the future.

- (1) It is known that the cost of education of an equal quality with the urban is higher in rural areas.
- (2) A predominately rural area will have more rural schools, with a consequent lack of some facilities

found in urban centres.

(3) Assessment for taxation is generally lower in rural areas per person than in industrialized centres.

It is important that in any financial plan involving all of the provinces, consideration be given to this lack of homogeneity with respect to rural and urban provinces. In carrying the financial burden, therefore, more assistance is necessary for those provinces with a larger number of rural schools in operation. Thus, Tables I and II make it evident that in any plan for equalization of Federal Aid consideration must be given to the Rural-Urban relationship.

The two following Tables III and IV are also related to the problem above.

TABLE III
PERCENTAGE RURAL SCHOOL ATTENDANCE OF
TOTAL RURAL POPULATION

Provinces	Rural Population	Rural School Attendance	% Attendance at School
Prince Edward Island Nova Scotia New Brunswick Quebec Ontario Manitoba Saskatchewan Alberta British Columbia Canada	70,707 310,422 313,978 1,222,198 1,449,022 407,871 600,846 489,583 374,467 5,254,239	14,269 62,096 63,859 249,885 262,191 82,014 129,250 102,249 63,133	20.18 20.0 20.34 20.45 18.09 20.11 21.51 20.88 16.86

PERCENTAGE URBAN SCHOOL ATTENDANCE OF TOTAL URBAN POPULATION

Provinces	Urban Population	Urban School Attendance	% Attendance at School
Prince Edward Island	24,340	4,820	19.80
Nova Scotia	267.540	53.415	19.96
New Brunswick	143,423	28,050	19.56
Quebec	2,109,684	400,271	18.97
Ontario	2,338,633	413.303	17.67
Manitoba	321,873	55,624	17.28
Saskatchewan	295,146	62,789	21.27
Alberta	306,586	59,902	19.54
British Columbia	443,394	67,098	15.13
Canada	6,252,416	1,145,488	18.32

It may be well to point out that the tables so far do not throw a great deal of light on the performance of the schools; rather, they are more directly a comparison of rural and urban areas. They stress again the need to remember there is a problem worthy of consideration in any equalization scheme involving these two areas.

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It is significant that in all Provinces the percentage rural population attending school to the total rural population is greater than the urban, or putting it another way, the percentage urban population attending school to the total urban is less than the rural. The variation in some provinces is very slight, in others somewhat greater. Quebec and Manitoba have the greatest variation. A number of factors may underlie this result.

(1) There is a tendency for larger families in the country, especially in Quebec.

(2) More single people find their way to urban centres.

(3) The figures are taken from the 1941 census and will show the influence of war movement.

So far the tables have related to the rural-urban problem. The tables and comments to follow relate more directly to the performance of the school system, to an analysis of what has taken place in the past. No attempt will be made to give all the underlying causes for the variation in the tables, although comments may be made.

Table V is rather involved, but it seemed advisable to present it in detail first, then use parts of it in the material to follow. In all cases over 1/5 of the population of the provinces falls in the range of 0-4 in educational standing. For the Dominion as a whole 1/4 of the population falls in this category.

TABLE V YEARS AT SCHOOL

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Total Population	0-4 5-6	7	8	9	, 10	11	12	13-16	17
sharp rodald emus or	% %	%	%	%	%	%	%	%	, %
	8.85 15.2	11.1	15.8	9.05	11.7	2.99	2.69	1.81	.33
	9.98 15.35		12.22	9.42	9.64	5.81	4.14	8.0	.54
N. B 457,401 3	6.41 16.36		13.56	6.47	6.63	5.28	3.11	2.05	.36
Que 3,331,882 3:	2.65 20.07	12.93	10.26	6.38	7.28	3.54	3.05	2.56	.73
	2.89 12.60	11.96	15.86	8.95	. 9.88	5.34	5.44	5.57	.98
Man 729,744 2	9.58 13.47	9.76	14.28	8.67	8.64	7.09	4.17	3.19	.52
Sask 895,992 3	1.64 13.65	10.58	17.00	7.16	7.80	4.11	4.59	3.04	.42
Alta 796,169 2	9.82 11.76	8.73	16.91	9.08	8.39	4.99	5.80	4.1	.55
B. C 817,861 21	1.89 9.97	7.53	17.10	10.0	11.99	6.53	7.87	5.61	.79
	8.21 14.96	11.19	14.1	8.04	8.7.6	4.89	4.61	3.95	.74
The distribu	tion for	1941 de	nes no	t inclu	de ne	reone	of		

The distribution for 1941 does not include persons of unspecified years of schooling.

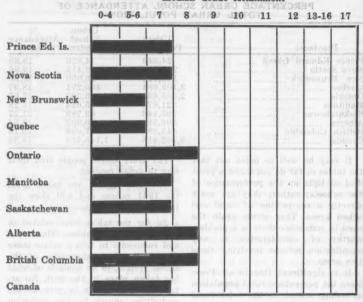


Chart I shows the median grade of attainment for each province, together with the median for the Dominion. Four provinces have an achievement equal to the Dominion as a whole, two are below the Dominion median and three are above. In no case is the median beyond grade eight.

There are no doubt a number of reasons for the above results, but this cannot alter the fact that aggressive remedial action is necessary to bring the lower provinces up to the average and to raise the average.

Another rather significant fact is evident from an analysis of those who attained grades 7 or 8. In all cases but one—that one Quebec—the percentage of people with a grade 8 education is greater than those with a grade 7. This may be partly a result of the educational standards existing in the provinces, namely that

grade 8 is the required attainment before leaving school. In a few years, when our present system in Alberta has had a chance to affect most of the citizens the median attainment may be grade 9. It seems reasonable then, that in order to raise the level of attainment before leaving school, it may be well to make some grade, such as grade 9 a milestone grade, which may encourage more to reach that level. There appears to be evidence that this is true of grade eight now; would it not be possible to gradually make some higher grade level perform this function? One further comment before leaving Table V. that is, in the whole of Canada only 22.95% of the population have had any schooling above grade nine.

Note—The conclusion of Mr. Brown's article will appear in the January issue of The A.T.A. Magazine.

# REVOLT in the Classroom

WHY THE TEACHERS ARE QUITTING

By WILLARD WALLER, Calgary Herald, November 6, 1943

N the school year of 1942-1943, and for some years to come, the work of the public schools—elementary and secondary—will be crippled by a shortage of teachers. Teachers by the hundreds of thousands are leaving their profession. As a consequence, a whole generation of children will receive a sub-standard education.

Normally there are about 900,000 teachers, principals, and supervisors in America's public schools. They are faithful public servants who work long hours for little pay. Now many of them are sick and tired of their jobs, and they are quitting. In their own idiom, they are getting out of teaching.

We shall manage to keep most of the schools going somehow, but in order to fill the vacant positions we shall have to issue emergency certificates to thousands of persons too old, too young, too ignorant, and too poorly balanced

ROB GRAVE to meet our or-AND CRADLE dinary requirements we shall

need to rob the cradle and the grave and to impress the lame, the halt, and the blind as well as the better grades of morons. Some millions of children will be short-changed, and they will present their bill for damages in the years to come. The fact that enrolments of teacher-training institutions are down by perhaps as much as a third makes it certain that the problem will be with us in the post-war years.

In explaining the exodus of teachers from their profession, educational authorities tactfully stress economic factors. Teachers' salaries are in

fact deplorably low. In 1942, 40 teachers out of every 100 (or 360,000 in all) received less than \$1200 per annum. Teachers' salaries have risen about 7 or 8 per cent since the war began, while living costs have gone up 20 per cent or more. A great many teaching salaries were hardly sufficient to maintain a self-respecting gorilla on a standard of comfort and decency.

The economic return for teaching has always been scandalously low. But I do not believe teachers are quitting their jobs solely on that account. People do not take leave of a profession they love just for a few pieces of silver. The truth is that many teachers were already dissatisfied, and they seized the opportunity to get out of a way of life which they had grown to hate and detest. Even in normal times teacher turnover is high, about one-tenth in every year, and professional people do not change at that rate unless morale is low. In analyzing labor unrest in other fields we have found that the way workers are treated is as important as the wage in determining the state of their morale. This is just as true of teaching as of any other job.

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There are many teachers who are devoted to their profession and generously gifted by nature for it, but there are also a great many who are fed up and disgusted with their jobs and eager to find some other way, any other way, of making a living. In addition to low wages, we inflict a great many personal indignities and humiliations upon our school-teachers, and the very teachers whom the pro-

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fession most needs, the bold of spirit and the intelligent, are the ones who find this conjuncture of insult and injury hardest to bear.

We may as well face it: the social status of the teacher is humiliating, and that fact has much to do with teacher unrest. Public figures often indulge in rhetoric about the noble profession, but their words do not represent the real attitudes of the

### VICTIMS OF HUMILIATION

American people. In the minds of the people, the teacher is a

slightly ridiculous character who is not quite a man nor a normal woman, for that matter. Even on the national scene, on the highest level of our life, politicians can still make capital out of the fact that some bureaucrats are suspected of having once been college professors, although professors have higher standing than other teachers.

Local communities have been infinitely ingenious in devising ways to make the life of the teacher unpleasant. They have imposed upon him a ludicrous morality, forbidden him to smoke, drink, chew, swear, dance, go out of town for week-ends, live in another community, play cards live in a hotel, wear mustaches or tight clothes, play pool, take part in politics, and so on ad nauseam.

In general, communities have forced the teacher to be a model of all the negative virtues, a man distinguished by no positive merit but only by the things he does not do. Women teachers have been forbidden to marry, and prevented from going on dates with young men. Sometimes women teachers have had to sign contracts not to fall in love or marry, to get at least eight hours of sleep every night, not to use rouge or powder, to teach Sunday School, and not to go out with young men except in promoting Sunday School work.

Such restrictions are enforced lit-

erally; teachers have been fired for manicuring their finger-nails. The schoolmarm is such a ridiculous and yet terrifying figure that many young women find it desirable to hide their profession from men they have just met. School-teachers are sometimes referred to as the third sex, and it is widely believed that they reproduce by budding. Women teachers frequently lose their positions upon marriage.

Such grievances operate constantly to drive able persons from the teaching profession, and to discourage others from entering. We get and keep teachers who are willing to put up with such pay and such conditions of work. Even in normal times, the standards of the profession are not unduly high. Teachers are largely drawn from the lower middle economic groups, from the culturally underprivileged classes. There is some argument concerning their average intelligence, but it is certainly lower than that of doctors, lawyers, and engineers, and certainly higher than we have any right to expect in view of the pay and the working conditions. As to the mental balance of teachers, their sanity, common sense, and absence of neurotic tendency, it is just as well to suspend judgment.

The standards of the profession were never very high, but now they are going to be a great deal lower. The depletion of the profession, a literal and figurative emasculation,

STANDARDS ARE FALLING comes at a time when war has put a greater burden than ever before

on the schools. Communities are seriously disorganized, and the school is the only agency potentially adapted to dealing with the problem of the young. Many families have been broken up; many more have lost their hold upon the young. Juvenile delinquency has increased all over the country.

In considerable part, the deterioration of discipline has been produced by the diversion from teaching of the young men. These young, vigorous men, athletes, coaches, recreation workers, and vocational teachers whom boys imitate and admire, are indispensable in the schools at this time. In a school system based upon stern repression, their loss might be felt somewhat less. But in America we depend upon a program of activities, particularly athletics, as a control device, and for a certain type of boy we also lean heavily upon shop work and other instruction in practical arts.

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In normal times our scheme works very well, and produces an excellent set of democratic student-faculty relationships. Boys who are interested in athletics, football players and track men, become pillars of student society, and are the allies of the faculty in setting a decent tone for the school.

Vocational students do not make trouble so long as they are kept busy and interested in learning the trade they intend one day to follow. The whole student body has a set of constructive activities which keeps them out of mischief. The control of boys, however, is essential. This is an old country school teacher maxim that if you can handle the boys the girls will string along. It is still true.

Unfortunately, this kind of discipline, the only kind which is possible in America and in keeping with our traditions, demands a certain number of vigorous young men. Ask the headmaster of any private school for boys, and he will tell you that he could not maintain the morale of his school for two weeks without the young men who are the coaches and athletics and the directors of activities. Almost any high school principal will tell you the same thing about his vocational teachers. Those young men are now gone from the public schools,



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and the shortage in their fields is terribly acute. The sta yedle as and as ald

Teaching replacements contain a few young men, and those probably not very useful for student morale. In 1920, the percentage of men teachers

was 14.1. MEN SHOULD 1920 was also a BE RESTORED year of great unrest and poor dis-

cipline, of riots, rebellions, strikes and hoodlumism. By 1934 the percentage of men had increased to 19.1, but we may now feel reasonably certain that we have fallen considerably below the 1920 figure. Discipline in the schools cannot be restored until the able and active young men are put back on the faculties.

If the situation created by deteriorating schools and disappearing teachers is to be met, four things must be done:

- (1) Salaries of teachers must, of course, be raised to the point where they compare favorably with industry. If we really wish to put teaching into a favorable competitive position. a good way to open the bidding would be by doubling teachers' 1942-43 salaries.
- (2) We must induce married exteachers to return to the schools. There was never any sense to the ban on married teachers and these women are an excellent labor reserve. They have already saved the situation in many communities.
- (3) The third step that we must take is to put the young men back into the schools. No more male teachers should be drafted, on the principle that the prevention of crime and the maintenance of education are as essential as any work that a man can

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do. Furthermore, I believe we shall find it necessary to return certain key men to the school positions from which they were taken, recapturing them from industry and the armed services. This can be done, and it is by no means unprecedented in the history of war.

(4) As part of our long-term policy toward the teaching profession. we must remove the irritations discussed above, leaving teachers free to lead their own lives as long as they behave like ladies and gentlemen, giving them security and a degree of self-determination as long as they perform their duties faithfully and efficiently In short, we must treat teachers like human beings.

This article is condensed from the Saturday Review of Literature, New York. While it is written about American schools and American education, it is also true of Canadian schools and Canadian education. The author is Professor of Sociology of Columbia University, New York, and has written many books on education.

### BUREAU OF MISSING PERSONS

A cheque in payment of an old claim for salary arrears is being held at the A.T.A. office for Mr. G. R. Lenglet, a former member of the Association. All efforts to trace Mr. Lenglet's present whereabouts have failed, and we would request anyone knowing his address to advise us as soon as possible.

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November 8th, 1943.

The Editor, Calgary Herald, Calgary, Alta.

Dear Sir:-

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An article entitled "Revolt in the Classroom. Why Teachers are Quiting" is published in the Magazine Section of Saturday's edition of the Calgary Herald. The article by Mr. Willard Waller carries an explanatory note, presumably by yourself as follows:

"This Article is condensed from the Saturday Review of Literature, New York. While it is written about American Schools it is also true of Canadian Schools and Canadian Education."

While some of the statements contained in the article may be partially true, as far as the administration of the Rural Schools in Alberta are concerned many of the statements are untrue. Alberta is the only Province in Canada which has Salary Schedules for every School District in the Province. The minimum salary is \$900 for rural schools per year with annual increments reaching a maximum of \$1,200 or more over a period of eight to ten years.

The School Trustees of Alberta acknowledge the fact that Teachers' salaries should be higher yet, but, that the responsibility of further increases rests upon the Senior Governments, and not upon further taxation on farm lands which at present provide approximately 87 per cent of the cost of Education in this Province.

The statements in Mr. Waller's article under the heading of "Victims of Humiliation" may be true of the treatment of teachers in the United States, but certainly do not apply in Alberta.

Take the following as an example:

"Local communities have been infinitely ingenious in devising ways to make the life of the teacher unpleasant. They have imposed upon him a ludicrous morality, forbidden him to smoke, drink, chew, swear, dance, go out of town for week-ends, live in another community, play cards, live in a hotel, wear mustaches or tight clothes, play pool, take part in politics, and so on ad nauseam.

"Women teachers have been forbidden to marry, and prevented from going on dates with young men. Sometimes women teachers have had to sign contracts not to fall in love or marry, to get at least eight hours of sleep every night, to teach Sunday School, and not to go out with young men except in promoting Sunday School work."

Surely, Mr. Editor, you yourself do not subscribe to the above statements expressed in Mr. Waller's article! The Alberta Teachers themselves would resent such implications.

It is quite possible that Mr. Waller grossly exaggerated some of his statements for the express purpose of rousing public opinion. This belief is strengthened by the four summarized conclusions at the end of the article, which undoubtedly are of a much saner nature and are being seriously considered by all important Educational Associations throughout Canada in their post-war reconstruction plans.

With regard to conclusion No. 2, The Alberta Department of Education and the School Trustees have done all that was humanly possible to induce married teachers to continue to teach and to re-enter the profession to make up the teacher shortage during the war period. When the supply and demand for Teachers becomes normal again, which it undoubtedly will, it is doubtful if even the teachers themselves will sanction the employment of married women teachers to the exclusion of the young unmarried teachers seeking positions.

Re conclusion No. 3, The School Trustees realize the need for more men teachers and are strenuously working towards this end. The Federal Government has drained the teaching profession of its key men for the Armed Forces. This may have been necessary, but such a policy was a retrograde step and as a result the standard of education throughout Canada will undoubtedly be lowered.

Thanking you,

Yours very truly,

(Sgd.) A. G. Andrews General Secretary Treasurer, Alberta School Trustees' Association.

## One Man's Opinion «

By RICHARD J. NEEDHAM, Calgary Herald

On Wednesday of last week, a letter appeared in this paper from the general secretary-treasurer of the Alberta School Trustees' Association, denying that teachers were the victims of humiliating restriction. The following day, the association itself, convening in Calgary, passed a resolution asking that the Alberta School Act be amended so as to permit the dismissal of women teachers upon marriage. The Alberta School Act, as it stands now, says that men and women teachers must have equal rights and privileges. However, men and women teachers do not, in normal times, have an equal right to marry. In normal times, the average woman teacher in Alberta must expect to lose her job when she gets married. 4

In seeking to have The School Act changed, the trustees are really refuting their own argument. One day, they say that teachers are not discriminated against in Alberta: the next day, they seek to discriminate against women teachers, by forbidding them the right which a great many women enjoy and should have—the right to keep on working at their chosen profession after marriage. Why shouldn't women teachers be married? They will probably do all the better for it. In New York, they think so: women teachers there are not only allowed, but even encouraged, to marry and go on teaching: in addition, they get two years' maternity leave, by way of helping them to have a family.

One of the chief complaints made against the teaching profession in Alberta is that it consists largely of young women who are just marking time till they get married. Probably these young women would take a great deal more interest in their teaching work if they know it could be continued after marriage. As it stands now, the average woman teacher in Alberta knows that she

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must choose (in peace time) between teaching and marriage; she can have one or the other, but she can't have both. Women doctors and lawyers, women dentists and writers can continue after marriage the work which they like and for which they are trained-but not women teachers. Why? Does the fact of having a hus-band, a home and perhaps having children undermine a woman's ability to teach? We should think, on the contrary, it would make her a better teacher than she was before. Another complaint commonly made against women teachers in Alberta is that they move around from one school to another; they don't stay where they are. This is quite natural for a woman who has no home of her own. She feels no attachment to the place where she teaches, because she doesn't be-long there. If she had a home there and a husband there, it would be a different story. That would be her community, and she would do her teaching there and have a sense of belonging. . . .

The argument is advanced that the married woman who works takes a job away from somebody else. This seems to us ridiculous. The married woman who works (particularly in teaching) holds the job on the basis of her qualifications and training, and she has a right to hold it. There is so much to be done in the field of education that everyone who has training and ability ought to be working in it: married, single, widowed or divorced, it makes no difference. We think The School Act should stand, and that it should be interpreted in its widest sense, so that women will enter the teaching profession as a permanent career, and not just enter it to kill time while they wait for Mr. Right to come along; and so that the woman who gets an expensive training as a teacher (almost entirely paid for by the state) will use that training for a lifetime and not just for a couple of years.

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# **Planning for the Health Program**

The second of a series of articles on classroom problems by G. C. French, M.A., of Edson,

FFICIENT planning is required in the organization of the health program of a classroom. This planning should include the diagnostic, remedial and constructive phases of the problems of both mental health and physical health. The school has certain responsibilities for the good health of its pupils. Each child has a right to have his health defects diagnosed and corrected. He has a right to have his school work so planned that his physical and mental health will be protected. Teachers should realize that the development of good health is fundamental in promoting the best growth of the whole child.

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Splendid work is being done in our schools in the diagnosis of health defects. In most schools the children are given an annual physical examination by a doctor or a nurse. In many School Divisions this work is the responsibility of the local Health Unit. Many teachers are proficient in discovering various health defects and in detecting symptoms of common diseases. Too often, however, these defects remain uncorrected owing to the indifference or the financial inability of the parents. Too often the school authorities have been inclined to consider this aspect of the health work as incidental to academic learning and have been inclined to evade or ignore the health needs of the pupils. There are many who believe that the work of correcting the health defects of children must become a responsibility of the state.

There continues to be a need for better school buildings. School children have a right to a sanitary, wellheated, well-ventilated, well-lighted, colorful and comfortable school surroundings adapted to their needs and activities. The school's physical environment is largely the responsibility of the teacher. Teachers should have a check list of what is considered to be essential for good health, so that they may frequently evaluate and attempt to improve these factors.

Teachers are often perplexed by the problems caused by poor home environments. Although conducted in a most diplomatic manner, home visits may not have lasting effects. Health work in the classroom appears to be more effective in influencing the pupils to improve poor home conditions.

Some rather interesting and fairly successful ideas have been suggested to meet this problem. Recently Dr. L. B. Pett of the Nutrition Services of the Department of Pensions and National Health, Ottawa, worked out a splendid score card for one day's meals. Pupils may use this score card at school or at home to evaluate their meals for a week or two. Either in their own schools or collectively throughout a School Division, teachers may find that a survey of this type will yield some very interesting information. Often, too, the homes are surprised to learn about the diet deficiencies of their children, and will be found to co-operate willingly in any diet program which may be planned as a result of a survey.

Dr. Pett bases his score card on the Canada health rules. He divides the scoring into parts which evaluate the quantities of milk; fruit; vegetables; cereals and bread; meat, fish and eggs; butter; and cod liver oil which the child eats daily. These are scored

in the following manner for each day's meals:

Milk—5 points for each cup of milk up to a maximum score of 20 for children, or 10 for adults, with five additional points for some cheese. Perfect score 25 (children); 15 (adults).

Fruit—15 points for a serving of tomatoes or a citrus fruit, or tomato or citrus fruit juices. 5 points for other servings of fruit, fresh, canned or dried. Perfect score 20.

Vegetables—5 points for each serving of vegetables (one should be potatoes) up to a maximum score of 15. 5 additional points if one serving is green leafy, yellow or raw. Perfect score 20.

Cereals and bread—5 points for a serving of whole grain cereal. For bread (4 or more slices) 10 points for real whole grain, 7 points for brown (Canada Approved), 6 for white (Canada Approved), 2 for

ordinary white bread. Perfect score

Meat, fish, eggs—10 points for one or more servings a day of meat, fish or meat alternates, as eggs, beans or cheese. 5 additional points if the meat is liver, heart or kidney. 5 additional points for one or more eggs. Perfect score 20.

Butter-as rationed 5 points.

Cod Liver Oil—5 points for one teaspoon of cod liver oil or its equivalent daily.

The meals are to be scored daily, and an average score calculated for the one or two week period. The total perfect score is 110. An average score of 96-110 is very good, of 86-95 is good, of 76-85 is fair and below 76 is poor. Every effort should be made to improve fair and poor scores.

In May and June 1943, Dr. H. Siemens, Medical Officer of Health of the Lamont Health District, conducted a similar survey of the nutri-

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tional needs of children in 118 school roooms of the Lamont area. Among the 1976 school children from whom results were compiled, he found that one-fifth were not getting sufficient milk, one-sixth were receiving no fruit, one-fifth were not eating enough vegetables and nearly onefifth were not receiving a wholegrain cereal. As a follow-up of this survey, a nutritional camp was conducted this summer at Elk Island National Park for the purpose of demonstrating the effects of an adequate, balanced diet on malnourished boys. There can be little doubt that these activities have created an interest in nutrition in this area which will be reflected in the improved health of the school children.

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Teachers are urged to discuss their health programs at their next Sublocal meeting, either from the point of view of aims and objectives, or from the point of view of the health needs of their pupils. Teachers will find that they will be repaid in many ways for their efforts to promote conditions in the classroom which will keep their children healthy and which will enable them to grow in a personally and socially satisfying manner.

Note—With the present trend of increasing salaries and changing educational methods, it is more essential than ever that Locals and Sub-locals face the importance of having all teachers active in discussional groups which will assist them to grow professionally and to improve the services which they give in their classrooms.

The author has planned a series of articles for The A.T.A. Magazine which it is hoped will act as suggestions to Sub-locals in the solution of their program problems. The first article which appeared in the October-November issue was intended as a challenge to teachers to face this problem of professional growth

through Sub-local activity. It is hoped that the article will lead to a necessary preliminary discussion of the year's program. Executives are urged to make use of the article in their organization meetings. The second article suggests that Sub-locals make a health survey of the schools in their area. It is hoped that a number of Sub-locals will send for the Dr. Pett score card and will make the survey. The author is anxious to receive any summaries which are compiled, so they may be published at some later date. Executives of Sublocals are urged to consider this project as an effort to arouse interest in the work of the Sub-local.

Locals and Sub-locals are requested to forward their reactions to the proposals offered; also to submit suggestions from teacher groups which would assist in preparing subsequent articles calculated to be of maximum use in group discussions.

It should be possible to plan some program or series of programs which would make Sub-local meetings interesting and of value to every teacher. Why not try it?

### **EDUCATIONAL FILMS**

Public notice is hereby given that, under and in virtue of the provisions of Sub-section (e) of Section 7 of the Post Office Act, educational films passing between Provincial Departments of Education and schools, may be accepted for transmission to and from schools within the province of mailing at the single provincial Parcel Post rate.

This single provincial Parcel Post rate, which must be prepaid by the Provincial Department of Education at the time of mailing, includes both the outgoing and return postage on the films.

Provincial Departments of Education desiring to take advantage of this reduced rate of postage must first make application to, and obtain the authorization of the Post Office Department at Ottawa.

# Next Epoch and Women -- By G. E. TRASOV of Benalto

No question is of greater importance today than: "What sort of a world are we going to live in—ourselves and our children and their children, after the present epoch of Caesars and World War?" What views of society, of the functions of the state, of the aims of the people on earth are going to prevail? Two of the greatest alternative ideas are: nations as powers or nations as home—nations as neighbors or nations as competitors.

The state has been regarded primarily as an instrument of power. Competitive groups scrambled for control to have power on their side, creating an efficient machine based on the law of "dog eat dog" and as a result the world has been a jungle and continually precarious. This being the masculine urge, the men glorified themselves in virtues of strength,

prestige, and power.

The home and the family has been held together by a persistent tradition and a consciousness which demands that each help the other, therefore based on the Christian, democratic ideals that "love binds". The household is run on the communal system where everyone is equal; sharing alike the essentials, food, clothing and shelter increasing its means to enjoy the luxuries of life but not by robbing the neighbor's potato patch. This is a society based on feminine principles.

We, as educators, and education as a whole, are the molds in which the kind of life that we want is cast. Has it not been a cult of manhood and therefore geared to war and destruction? Have we not molded men and women to dominate and rule, resulting in nations as powers and nations as competitors?

In this world of tomorrow, which we hope is going to be run on the principle of the household and the neighborhood, the world must be dominated by feminine ideas—mind you, not run by females but influenced by their principles. Thus, the women in the field of education have a great part to play in world reconstruction. Charity begins at home and so does democracy. Pedagogues, ever since time immemorial, created scientists, mathematicians, professors, doctors, lawyers, bankers, advertisers and inefficient politicians, and vet our society today is a sick society in spite of the fact that we have more educated men than any age in the past. The symptoms of this sick society. internal strife, crime, disease, poverty, debt, unemployment, and wars, are obvious.

It is our duty and especially the duty of the female teachers, whose speciality lies in education of rural areas and primary classes, to teach our boys and girls that the home is the cornerstone of government.

How ridiculous it sounds when teachers and supervisors advocate sciences, arts, etc., when they should concentrate on, and stress the importance of, the home-to found a home, maintain a home, serve a home, expand and beautify a home, create friendly neighbors, feed and clothe happy children. Are these not the material activities upon which man's possibilities must be concentrated upon? And are not these ideals of greater value to humanity than all the pleasures and leisure that men have created in the past? They are, and only the women's foresight can create this ideal life, which is a true co-operative commonwealth. The men have had their chance and have failed dismally, therefore, arise ye women so that in the future you may not have to say:

"It must be stopped! This cry, "To War!" Must cease, today, Else mothers here, Refuse to bear The sons of men!"

# **How Teachers Can Assist**

By DR. C. N. CRUTCHFIELD

CHORTLY after the beginning of the war Canadian Legion Educational Services were given a mandate for the provision of educational facilities for the men and women of the armed forces. Through the co-operation of the provincial departments of education, the Canadian Association for Adult Education and the Canada and Newfoundland Education Association, courses were prepared ranging from work on the elementary school level to that of junior matriculation. Since that time Canadian universities have offered the use of university correspondence courses and sub-committees are now engaged in preparing courses in agriculture, handicrafts, forestry and our primary industries so that service men may prepare themselves for rehabilitation in addition to completing their academic education.

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Recently Canadian Legion Educational Services has established a depot in Geneva where adequate supplies of all school courses, reference texts, university courses and textbooks are being maintained for the use of all English-speaking and French-speaking prisoners of war. Arrangements have been completed whereby school and university examinations may be written in the prison camps and may be marked through the University of London and its associates so that prisoners of war may receive pro tanto standing on their return to Canada. Not only will this scheme help maintain the morale of these men, but it will definitely shorten the period of their reorientation to civilian life on their return.

Canadian teachers can participate in this important work in two definite ways:

(1) Since the Canadian Legion Educational Services are now empowered to pay teachers at the prevailing local rates, members of our profession could submit their names to the local regional committee in order that a pool may be formed on which this committee could draw when teachers are required to teach classes of service personnel in their vicinity.

(2) Since many of our young men and women now in school may join the armed forces before their academic education has been completed, teachers, after having become familiar with the educational facilities available to service personnel, could counsel these young men and women how to plan their studies so that their war service would not interfere unduly with the continuity of their education.

Canadian Legion Education Services will be happy to provide samples or cross-sections of available courses to principals and other teachers together with all informative materials.

In the year 1942 alone, 37,644 new applications have been received for correspondence courses on the elementary and lower high school levels; 400 for work on the junior matriculation level; 1,249 for work on the university level and 60 special cases of men on operational duties doing advanced university work. These figures alone show the present demand for educational facilities within the services and might indicate to Canadian teachers the important part which they have to play in placing their professional skills at the disposal of this organization to the end that the academic needs of our fighting men may be met and that the leaders of

tomorrow may be given sufficient academic training on which to build their further education.

Further information may be obtained from the local regional secretary, E. F. Holliday, 11 Victoria Park Bldg., Regina.

The Canadian Teachers' Federation, since the start of hostilities, has offered to co-operate with any and all organizations interested in the furthering of our total war effort. Here, I feel, is one of the finest opportunities yet offered to Canadian teachers

to assist in building up the morale of our men now in the armed forces and also to assist in the training which will be useful in the rehabilitation period after the war. By co-operating with the Canadian Legion Educational Services we can also try and influence the young men and women now in our charge so that they will enter the forces better prepared for the particular field for which they are adapted and will be better prepared than they otherwise would be without our assistance.

### LETTER TO THE EDITOR





The Editor, A.T.A. Magazine, Edmonton.

Dear Sir:-

May I request a small space in your magazine to point out something of interest to your readers? I have just returned from attending the Annual Convention of the School Trustees' Association, and that of the Alberta Association of Muncipal Districts. In each case a belief was recorded that education is a social responsibility, where all children should be given an opportunity of a good education, irrespective of their locality. Each Convention recognized that as the responsibility is social that the burden of taxation for same should not be carried so heavily by the land. Each body therefore requested the Provincial Government to assist in the problem of education to the extent of 50% of the total cost.

If this is done, the much discussed salary question should be settled to the satisfaction of all.

May I conclude by quoting from the conclusion of my brief, "A Case for the Alberta School Trustee":

"When the Alberta Government accedes to the request of the A.S.T.A. with respect to paying a greater part of the educational costs, and the Federal Government brings to the Province much needed similar aid; the local burden of taxation will be within reason and therefore easier to bear.

"When that day comes, the trustees, the teachers and the ratepayers should be able to work more amicably together for better and more worthwhile educational conditions, which we all desire."

Trusting our relationship will be most cordial, I am,

Yours sincerely,

Henry E. Spencer, President, Alberta School Trustees' Association.

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The A.T.A. Magazine

# I Ask You, Teachers-

By LAC HAMILTON, D. S., Formerly of Provost S.D. No. 1896

WE WERE rowing up the stream once, a long time ago. Dad and I were at the oars, and brother Ken (about nine) was stationed in the prow of the boat with instructions that he was to look out for rocks.

Dad and I were pulling strongly on the oars, and the boat was hitting a pretty fast clip through the water. All of a sudden there was a shuddering smash and we just about went sprawling.

"There's one!" cried Ken.

And you know, folks, sometimes I think that we teachers are something like my brother Ken.

As a class, have we a very clear idea of how we can aid our students so that, as time rolls on, they will be able to detect the rocks and keep their country steering forward on a safe and prosperous journey? Or do we instead wait to come bang up against a depression, or a war, or some "misery", and then shout, "Oh, students, there it is. Now we shall have a glorious chance to be progresive. We shall study what is actually happening at the present time—and all the news reports about it"?

Perhaps that sounds a bit cynical. I hope you'll forgive me. It is not intended as a criticism of teachers. Goodness knows that most of us have had plenty of other things to keep us busy during our teaching years.

Far be it from me to assume that my words will be the prophetic ones that will lead us all on to a better future but, along with others in a country aspiring to be a democracy, I have the right and the privilege to put forward points that I think might help. For now, I'd like to present some questions which I think we must consider if we are to do much to aid our younger citizens.

We can only teach to others what we have already "got" ourselves. And we can't help youngsters or anyone else to be more successful citizens until we have first done some thinking for ourselves on some fundamental aspects of our social set-up.

The questions which follow are grouped around three topics to which it is important for us to give some thought:

1. Leisure: We have heard of the need for "education for leisure time," and it has been stated in many different ways that by utilizing improvements in industry a part of our population working for short hours could produce plenty for all.

Is increased leisure (or else "created" employment) one of the inevitable results of our scientific and industrial progress? If there is to be increased leisure, to whom should it belong? What is the difference between leisure and spare time? Do you think that "too much" leisure may prove demoralizing to many people? If so, what would you give them instead?

Were many of the "great" men who made outstanding contributions to culture fortunate enough to have leisure time in which to develop those contributions? Is there a possibility that some of your friends—ordinary people with special gifts — might make contributions to society, or to the enjoyment or well-being of other people, if they had more leisure?

If it is desirable, and clearly possible, that our world could have more leisure, what significance has that for teachers? Should the child be allowed to cultivate and develop his

own interests more? Is there all the more necessity for his learning to use his responsibilities as a citizen?

2. Citizen Responsibility: We have read or heard it stated that democracy is an "attitude of mind," and other similar interesting but confusing statements. But if democracy means anything, clearly it means one thing, not many. I take it that democracy means a system of government, and nothing else. Democracy is government in accordance with the will of the people.

Is the above definition clear and sufficient? If so, how are the people going to let governments know their will?

From time to time political parties have got into power by promising certain results to certain sections of people through certain means. In this age of highly specialized knowledge, can the people expect to be qualified judges of means? Is there agreement regarding the results or objectives they want their governments to obtain? How can they express their collective will?

Our representatives in parliament are nominally the servants of the people in their constituencies, are they not? From whom do they get orders? By whom are they controlled?

3. Individual Freedom: Is freedom possible without security, that is, without money to use as one chooses (more than a subsistence allowance)? Is security possible without freedom? In post-war times, is it likely that wages will distribute enough money to make all men (and women) of our country free? Is freedom possible while there is a scarcity of money?

It is probably pretty well agreed that one of the characteristics of a democracy is that within its domain people will be free to discuss, and to disagree on, any question under the sun, and one can probably safely bet that there will always be plenty of difference of opinion. It might be noted in passing that this disagree-

ment will focus around the means to an end (such as public or private ownership in the production of goods.) It will not very often focus on the ends or results which are desired (e.g., a living "wage" for everybody) and, indeed, those debating often tacitly assume agreement as to ends or objectives, although they do not make them very clear.

However, besides being free to discuss any topic whatsoever, should people also be free to develop businesses which offer new services, or different goods or amusements to the public, if the entrepreneurs are willing to take a chance on whether or not the people (the market) want their goods? That is, should personal enterprise be allowed to continue? Is it necessary to, or detrimental to, maximum freedom?

Is self-expression necessary for happiness? Is the best self-expression likely to be achieved without freedom?

Is democracy the "natural" system of government in which to have maximum freedom for people?

Leisure, Citizen Responsibility, and Individual Freedom—these are three of the main ingredients that must be used to make a system in which men can be truly free. At a future date, I would like the opportunity to discuss each more fully.

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### Official Bulletin, Department of Education

### CHARTERED ACCOUNTING

The following statement has been prepared to answer enquiries from high-school principals.

Students may qualify for chartered accounting in two ways: (1) By way of a degree in Commerce followed by three years' articleship; and (2) by articleship based on matriculation and covering a term of five years.

The requirements for matriculation are the same as for matriculation into the School of Commerce of the University of Alberta.

# EACH STUDENT'S PROGRAMME MUST BE IN ACCORDANCE WITH THE HIGH SCHOOL REGULATIONS

Copies of the Regulations of the Department of Education for the year ending July 31, 1944, relating to the Programme of Studies, Recommendations for Credit, and the Departmental Examinations in Third-Year Subjects have been forwarded to all schools in which high-school work is being done. If a copy of the Regulations has not been received by the Principal of any such school, a request that one should be forwarded should be made at once to the Department of Education.

Principals have a definite and very important duty in assisting each student to plan for a programme of subjects which meets the requirements of the Regulations in every particular. The school record should show, at least: (1) the standing of each student, including the grading and credits held at the beginning of the school year, and (2) the list of

subjects which each student is including in his programme for the current school year.

In connection with the selection of subjects by each student, careful consultation of the Regulations must be made, in order to make certain that there is no contravention of any of the rules or directions which might result in a disallowance of recommendation for credit at the end of the school year. Principals and teachers have a professional duty and responsibility in understanding and applying the Regulations in their schools in such a way that there will be no need or possibility of disallowance of any subject included in an individual student's programme. The Regulations are all necessary in the working out of the plan under which credits are granted on a non-examination basis.

Attention is directed particularly to the Regulations or Directions under which a number of disallowances became necessary at the end of the past school year. Reasons for disallowance derived from the following (arranged in order of frequency as causes for reduction of credits):

1. Minimum attendance requirements:

The Department of Education will require that students recommended for credit have received instruction during an attendance of not less than 150 days.

Students who enter a high school in January cannot be recommended at the end of the school year for more than six-tenths of the maximum number of credits available to full-time students in that school.

In all cases where students have attended less than 150 days, recommendations shall be supported by a statement setting forth the grounds on which such recommendations may reasonably be accepted.

Special cases of students presenting medical certificates or bona fide reports of other special circumstances, or of students changing schools during the year, will be dealt with on their merits by the Department.

Students discontinued attending school too early in the June term.

2. Rules covering prerequisite standing required before particular subjects may be selected for inclusion in individual students' programmes. (See pages 8 to 16 of the High School Regulations.)

3. Individual students' programmes exceeded the numbers of credits stated in the Regulations as applying to the schools attended. (See Sections 10 to 15, pages 22 and 23, of the High School Regulations.)

4. "No student holding fewer than sixty-five (65) high-school credits may take instruction in more than three Academic Electives, or in more than three Commercial Electives, during one year, no matter of what year or years these electives may be." (Rule in black type on pages 7 and 15 of the High School Regulations. See lists of Group A and Group B Electives on pages 10, 12, 14.)

5. Subjects were taken which were not authorized for the particular schools. (See Section 19, page 24, of the High School Regulations.)

6. "No second-year General Elective (Group D) may be taken by a student during the first year of his

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(Established 1914) Edmonton Alberta. high-school work." (See page 13 of the High School Regulations.)

7. "No third-year subject may be taken by a student who does not hold forty (40) high-school credits." (See page 9 of the High School Regulations.)

8. "Credits shall not be granted to a student in two courses of the same subject during the same year." (See page 8 of the High School Regulations.)

9. "Second-Year Electives: Group A—Academic: Not more than three subjects to be elected from:

Algebra 1 Latin 2
Geometry 1 French 2
Chemistry 1 German 2
Physics 1

Of these subjects, one, but not more, may be the second unit of a foreign language. In lieu of one of the three subjects to be elected, the first unit of a foreign language may be chosen from the list of Academic Electives for the First Year." (Pages 12 and 13 of the High School Regulations.)

10. "No student may elect both Algebra 1 and Geometry 1 in the same year; nor both Physics 1 and Chemistry 1." (See page 13 of the High School Regulations.)

11. Instruction in particular subjects was commenced too late in the school year to permit granting of credits.

12. A very small number of students whose standing at the completion of the Grade IX year was "D" proceeded to take First-Year high-school courses. Complete disallowance of any credits claimed became necessary.

The following limitation should be observed: "Students promoted with a "C" standing from Grade IX may not elect a foreign language during their first year of high school."

"Students who obtain only 'Grade C' standing on the Grade IX examination shall not be permitted to elect Algebra 1 or Geometry 1 until they have obtained at least a "B" standing on General Mathematics 1 of the former programme, or in Mathematics 1 (of the present First-Year Programme); nor shall they be permitted to elect Physics 1 or Chemistry 1 until they have obtained a least a "B" standing in General Science 1 or Biology 1 of the former programme, or Geology 1 or Science 1 (of the present First-Year Programme)

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"Such students may begin a foreign language in their Second Year."
—(Page 13 of the High School Regulations.)

With complete and careful attention given to the supervision and checking of each student's programme, the necessity of disallowing recommendations for credit, at the end of the present school year, should be reduced to a minimum which will involve only reductions in cases of low attendance.

### CBC CHART OF CHILD NEEDS

The National Committee for Mental Hygiene (Canada) has prepared for the CBC a Chart of Child Needs, which should be in the hands of every teacher and every parent. Write to the CBC, Toronto, for a copy of this chart.

### COMMUNITY ECONOMICS

On page 205 of the Programme of Studies for the Intermediate School, reference is made to "material for projects." Teachers should note that all of this material is set out in the booklet on Community Economics. There is no supplementary material. Moreover, the former course in Farm and Home Accounting was dropped when the new course in Community Economics was introduced. Consequently, no sets of forms for the old course are now to be had.

### CERTIFICATES FOR STANDING IN GRADE IX MUSIC

The table on page 31 of the High School Regulations for the year 1943-44 supersedes the table on page 197 of the Programme of Studies for the

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Intermediate School. In the latter table, the column on "Theory" should be struck out; and the first two entries in the column headed "Practical" should read "Grade V" and "Grade IV" instead of "Grade VI" and "Grade V." respectively.

### **HEALTH POSTERS**

The Health League of Canada has arranged with the Department of Education to distribute health posters for use in Alberta schools. About 3,500 of these posters were sent to the Superintendents of the School Divisions, and supplies of them were sent to the cities. It was hoped that these posters would reach the schools for use during the week of November 14th — National Immunization Week.

The Department of Education and the Department of Health jointly request that teachers leave these posters permanently on display in their classrooms, and make use of them for enterprise work and health instruction.

### PAMPHLETS ON BIRDS

The National Museum of Canada has recently issued pamphlets entitled, "Some Familiar Canadian Birds" and "Some Aspects of Canadian Birds." Teachers can secure copies of these pamphlets by writing to the National Museum of Canada, Ottawa.

### NEW REPORT CARDS

Teachers and Superintendents are to be advised that the revised forms of the "Report on Progress" of pupils may now be had from the General Office of the Department of Education. There are separate forms for Division I (Grades I, II, III) and

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Division II (Grades IV. V. VI). The items of the report have been revised, simplified and reduced in number. The price of the forms is 90c per hundred.

### DEPARTMENTAL READING TESTS

Teachers of English in the highschool grades will be anxious to compare the scores made by their own students with scores made by students throughout the Province in the De-partmental Tests that were given on October 27th.

The results for the Province as a whole are given in the following three tables. The measures in all of these tables are based on scores made by random samplings of 2,000 Grade X students, 500 Grade XI students, and

380 Grade XII students.

Table I gives the achievement in the Vocabulary Test.

### Table I - Vocabulary

	Grade X	Grade XI	Grade XII
P90	48.2	51.0	53.0
P80	44.8	47.6	50.3
P70	42.2	45.0	48.4
P60	39.9	43.1	46.5
P50	37.7	41.4	44.8*
P40	35.6	39.7	42.8
P30	33.0	37.6	40.8
P20	30.2	34.9	38.9
P10	26.4	31.1	34.8

In each table the results for the various grade are given in percentiles. Percentile 10 (P10), for example, is the point below which fall 10% of the scores. P70 is the point below which fall 70% of the scores. Sup-pose a Grade X pupil makes a score of 33 in the Vocabulary. His percentile would be P30. If all the Grade X pupils in the province were ranked from the lowest to highest, he would be 3/10ths of the way up from the lowest or 7/10ths down from the top. The median, or mark half-way from lowest to highest, is represented by P50. Taking another example, if a Grade XI student makes a score of 51 or higher in the Vocabulary Test he would be amongst the 10% of students making the highest score in the province.

Table II gives results for the Reading Rate.

	lable II -	- Keading	- Keading Kate	
	Grade X	Grade XI	Grade XII	
P90	345.1	341.6	330.0	
P80	301.9	303.8	300.8	
P70	280.2	283.4	284.6	
P60	266.8	267.8	271.6	
P50	251.5	252.3	261.9*	
P40	219.9	224.9	236.1	
D20	1070	2026	919.0	

171.8 Table Il gives results for the Com-

181.2

168.7

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P20

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La and			
	Table III -	- Compreh	ension
	Grade X	Grade XI	Grade XII
P90	88.6	94.5	95.9
P80	78.4	81.9	84.9
P70	70.0	74.5	78.2
P60	62.8	67.9	73.9
P50	56.0	60.7	66.7*
P40	49.4	51.5	60.1
P30	42.9	44.6	53.7
P20	36.4	39.0	46.0
P10	29.1	32.6	37.2
*1	Median		be reduced

Necessity for A Remedial Programme

Effective reading is not merely a mechanical process. At the high-school level it involves the reasoning and associational abilities. It should not be difficult to discover those few students who have formed poor reading habits, such as articulating words by the lips or by internal articulation, pointing to words, reading words singly or in small groups. It is a fact that in the elementary schools that in the elementary schools students just get a start on the higher forms of reading, viz. grasping the main idea, relating the subordinate ideas to the main idea, searching the subordinate ideas to the main idea, searching and using ing for special information, and using what is read to solve problems. One of the main causes of poor success in reading comprehension is inferior mental capacity, since reading comprehension is essentially a thinking process.

Having studied the tables given above, the teacher should devise a remedial programme for each indi-vidual, if possible, or if that is not feasible he should suit his remedial instruction to the three groups in the class, high, low, and middle. Care should be taken to see that the highly efficient reader is given material of a challenging type so that his vocabu-lary, rate and level of comprehension will continue to improve. It will be found that there is a high correlation between rate and comprehension. Generally speaking, the fast reader has a high comprehension score and a

high vocabulary score. It has also been found that reading ability (rate and comprehension) can be materially improved by effort. In other words, if a student is made aware of the fact that he reads too slowly he can make a significant improvement by trying harder.

If some students show a comparatively high reading rate, and a low comprehension score, they should be given the test again and allowed unlimited time. Their reading errors can then be determined by an examination of the types of questions they

found difficult.

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Low Scores Can Be Improved

The first use of the statistical tables published herewith is to compare the average attainment of your class with the Provincial attainments. If the class as a whole is below normal, it is necessary, first, to make a diagnosis of the cause. Perhaps the community uses a foreign tongue. Perhaps the class has been wrongly graded and should be reading material at the intermediate, school level. It may be that the students have a habit of always reading for details and have never had experience in reading to secure a general impression. Perhaps they have never found reading interesting and meaningful, and think that all reading is for information and study. If the class does not understand what it reads, it should get practice in a different kind of material. Poor as well as good readers should enjoy what they read, and read not only with their eyes but also with their brains. If the level of an entire class, or an entire school, is below normal, there should be several short periods a day devoted to reading for enjoyment as well as reading for a purpose.

Rates of Reading Vary

Rate of reading depends on the temperament and purpose of the reader himself, and rightly varies from pupil to pupil. A student who is reading for pleasure may, and probably will, race along at many times his normal rate, ignoring the harder words but deriving the general meaning, eager to reach the end and discover the clue, the climax, or denouement, as soon as possible. He should be allowed to read at whatever speed gives him the most enjoyment. When he reads, however, for information, every word is important. Every student should have a dictionary at his elbow at all times. Many students in high school do not know how to use a dictionary, how to interpret such

abbreviations as vb. intrans. Vocabulary building should be a highly enjoyable activity, it should be as much fun as a game. When it degenerates into drudgery it loses most of its effectiveness. Devices should be found for improving every student's vocabulary. At certain specified times tests should be given, and records kept of gain in vocabularly. Every student should be encouraged to improve his own personal vocabulary, the method varying from student to student. Many students derive new words from the context,—and this is not neccessarily a lazy man's device, but is really the normal way to improve vocabularly and usage.

This is A Reading Age

The average pupil in school today must read fifteen times as much as his predecessors did in the year 1900. In Alberta high schools today most of the study time, perhaps as much as 90% of it, is spent in reading. How much of this time is wasted? Many students have never been taught how to skim. They should be given instruc-tion in this valuable time-saver. A highly skilled reader, such as a college professor, can read up to 1000 words a minute. Undergraduate students have to read hundreds of volumes of books. Should they not learn in high school how to increase speed? When a student is looking for information on a topic in, say, Social Studies, show him how to scan the middle of a paragraph vertically for significant words or phrases and thus save the abortive labor of reading the whole paragraph only to find it contains nothing suited to his purpose. Teach students in the sixth period of Social Studies 1, and in the fifth period of English 1 to read a paragraph or a page rapidly, then close the book and ask each other three or four questions about the important ideas on the page. Another device is to isolate the slow readers and exert presssure on them to improve their speed. They may learn, to their astonishment, that they get the meaning more accurately by read-ing faster. Show the reader that he must read with an active rather than

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Cor. Jasper Ave. and 101st St. Edmonton a passive mind. Some reference books have very elaborate indexes; teach students how to use these efficiently and how to search rapidly for information, and how to scan it quickly when it is found. Speed can be greatly increased by learning how to glance at the headings, at the sumaries sometimes found at the side of a paragraph, at the headlines in a newspaper, the heads of sections in a magazine, at the illustrations.

### Test Measure Different Skills

The 1943 Reading Test was designed to measure the following skills and abilities: Vocabulary, speed, mechanics of reading, and ability to answer questions based on the facts presented. In addition, the following were tested: ability to follow directions; to determine the central idea or thought; to make inferences and draw conclusions; to evaluate the author's purpose; to identify oneself with the author's mood, tone, intention; to distinguish fact from propaganda; and to discriminate between the false and the true. A good many of the questions tested the thinking processes and the reader's power to concentrate on the subject at hand. Some questions tried to test the power of associating the present topic with that which preceded and that which followed. Others attempted to generalize by applying the author's conclusions to other situations. Teachers should give similar tests of their own to measure progress in reading skill from month to month.

### Practice Material for Schools

For those teachers who think they have not the necessary time or skill to devise tests to suit the local situation, a bibliography is appended to this article. Probably the two best all-

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round books on remedial reading are the Bronze book in the Let's Read series, and the single volume Reading for Skill. (These books may be had from the School-Book Branch of the Department of Education at the prices of \$2.00 and \$1.50 respectiveity.)

### The Importance of the Teacher

No teacher's reference or student's practice book in remedial reading can take the place of the sympathetic and well-informed teacher, however, and the books listed below are intended merely as guides in assisting the teacher to diagnose and apply remediate. No book for example concine dies. No book, for example, can give the student any help in finding quickly the appropriate reference ma-terials in Science or Social Studies, or in finding the particular page or section of the reference to meet his immediate need. This is distinctly the teacher's job, but the teacher should not stop at this point; he should discover what method his students are using, for practice in the wrong way builds up poor study and reading habits that are later in life impossible to eradicate. Specific directions and scheduled class periods should be devoted to dictionary practice, to improve speed in finding and using a word and incorporating it into one's personal vocabulary. Give exercises to improve skill in making inferences, drawing proper interpretations, not actually mentioned in the passage read. Study the writer's tone and his apparent intent and point of view. What methods does he use in arriving at his conclusions? How logical is his argument?-how accurate his statements?--how reliable his evidence? Can the student make a generalization that will apply to other situa-tions similar to, or different from, the one just read? Show him how to discriminate between the real and the apparent meaning of what he has read, the surface meaning from the inner meaning.

### Objectives in Higher Grades

At the higher levels in high school reading there will be increasing emphasis on work-type reading, which is reading not in isolation but in close association with some other activity. Reading a problem in Mathematics is a highly specialized form of work-type reading, and implies skills that should not be acquired incidentally but through purposeful teaching and instruction and practice in looking for details. When you find the student is merely going through the

motions, stop him at once and make him read with his brain as well as with his eyes. If he is not reading at a level commensurate with his intelligence probe for the reason, and invent a method to bring him up to his own right level.

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Roberts-Hand-Tardy: Let's Read, Book IV, Henry Holt & Co. 1940. \$2.00.

E. G. Biaggini: The Reading and Writing of English, Hutchinson's Scientific and Technical Publications, 1936. \$1.50.

Broening et al: Reading for Skill, Noble and Noble 1939. \$1.50.

Tenny and Wardle: A Primer for Readers, F. S. Crofts 1942. \$1.25.

Reader's Digest, school edition, Education Dept., 353 Fourth Ave., New York, N.Y.

Cleanth Brooks & R. P. Warren: Understanding Fiction, F. S. Crofts 1943. \$1.75.

H. A. Clarke & M. P. Eaton: Improving Secondary English, Noble & Noble 1940. \$2.85.

### NEW BOOKS PRESCRIBED FOR THE COURSE IN PRIMARY FRENCH

Teachers in schools offering the course in Primary French to French-speaking students are advised that the following books are to be substituted in place of those formerly prescribed for this course in Division I and Division II.

### Division I

Pupils' Reading

FROU-FROU ET FIN-FIN: Robert Gauthier: Ginn & Co.

BEBE, MARIE ET JEAN: Poirer & Wees; Gage-Nelson. ("J'Apprends à Lire" Series, Premier Livre Préparatoire — New Brunswick Edition.)

LA PORTE EST OUVERTE: Gage-Nelson. ("J'Apprends à Lire" Series, Premier Livre Préparatoire —New Brunswick Edition.)

QU'IL FAIT BON CHEZ NOUS: Gage-Nelson. ("J'Apprends à Lire" Series, Deuxième Livre Préparatoire—New Brunswick Edition.)

### Workbook:

AVEC FROU-FROU ET FIN-FIN, to accompany "Frou-Frou et Fin-Fin"; Ginn & Co.

### Teachers' References:

METHODE DE LECTURE GLO-BALE: Guide to Manuals in the Series "J'Apprends à Lire." Gage-Nelson.

FROU-FROU ET FIN-FIN. Teachers' Guide.

### DIVISION II

Pupils' Reading

MES BELLES LECTURES, Deuxième Livre; Librairie Beauchemin Limitee, Montreal.

LIVRES DE LECTURE ACA-DIENS, Deuxième Livre; Nelson & Sons.

LIVRES DE LECTURE ACA-DIENS, Troisième Livre; Nelson & Sons.

### RE ALGEBRA 1, GEOMETRY 1, PHYSICS 1 and CHEMISTRY 1

For any of these subjects of Grades X and XI, last year, and of Grade XI, this year, it is not permissible to substitute the new course in Mathematics 1 or in Science 1.

Students who were in Grade X last year may take Algebra 1 or Geometry 1, and Physics 1 or Chemistry 1, this year provided they have the required standing in the necessary pre-requisites, General Mathematics 1 and/or General Science 1 or Biology 1 or Geology 1.

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# HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

In making home economics a vital part of our school program, and a living thing in the lives of pupils, the teaching of clothing selection and construction offers a fine opportunity. There is rarely a girl who is not greatly interested in learning about becoming colors for clothes. If this phase of clothing selection is skilfully taught, the average girl will apply the information in buying material or ready-to-wear clothes. Girls are deeply interested in learning how to select clothes or commercial patterns of becoming line, and once they are familiar with underlying principles, they are careful to apply them in the selection of becoming clothes.

If, after taking a clothing course in school, a girl never made another dress, the time spent in taking the course would have educational justification. Constructing clothes serves as training for buying ready-to-wear clothes. Becoming clothes have a social and psychological effect upon the wearer. They improve one's appearance, and attractive appearance is one of the factors contributing to pleasing personality. Any phase of education that helps in the development of pleasing personality is worth while.

Becoming clothes have a commercial value too. The young woman who wears a suitable and becoming dress when applying for a position is much more likely to get the position, not only because she looks better, but because she feels better and so has more confidence in herself.

Turning to education pertaining to foods and nutrition, the question arises: Is studying about food values enough for the pupil in school? Or is it necessary also to give training in the preparation of food? It has been found that there is very little relation between information regarding food values, and knowledge of the preparation of a well-balanced and attractive meal. Results of research regarding ignorance in food preparation and in household activities show us that there is need for the teaching of manipulation in cooking as well as methods of carrying on household activities.

It is highly important, too, that pupils be taught something about the care and training of children. Such education is not necessarily training for parenthood several years hence. A large percentage of our pupils have younger brothers and sisters, and it is important that the older children be taught how to cooperate with their parents in caring for and training the young members of the family. Teaching pupils how to amuse their younger brothers and sisters, how to assist in training them in health habits and conduct, constitutes a most important phase of education for wholesome home living and citizenship.

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# LA CRISE DE LA CULTURE

By PROFESSOR ALBERT L. CRU University of Alberta

A plusieurs reprises, cette année, le Docteur Newton, président de l'Université de l'Alberta, a mis en garde ses étudiants, et à plus forte raison ses professeurs, contre la déplorable tendance actuelle de consacrer entièrement les études à des sujets purement pratiques.

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C'est certes bien à propos que le Dr. Newton nous met en garde contre un danger réel. Ceux qui ont quelque peu suivi les programmes d'études depuis la guerre n'ont pas été sans remarquer la courbe dangereuse vers un choix de plus en plus technique des sujets enseignés, au plus grand détriment de la culture générale.

Le Dr. Newton avertit son université d'une voix prophétique et pleine de sagesse, que nous courrons droit à la ruine intellectuelle de la nation. Si aujourd'hui les élites se jettent aussi à corps perdu dans un enseignement purement technologique, que restera-t-il, après la guerre, pour soutenir l'évolution de la pensée? Quelles mains recevront cet héritage national si précieux de l'érudition et des humanités sans lesquelles un peuple demeure dans l'enfance?

D'ailleurs le mal ne vient pas d'hier. Sans doute la guerre a précipité le mouvement. Les nécessités urgentes de la production en masse des constructions et des armements, la mise en valeur de toute urgence des richesses naturelles qui fournissent les matières premières indispensables aux industries de guerre, la remise en état ou la construction de toutes pièces des voies de communications, indispensables aussi à la distribution des armements sur tous les points du globe, cette demande urgente d'une production accélérée en faveur des armées, ont largement contribué à pousser notre jeunesse vers le choix d'une instruction purement pratique. Et loin de moi la pensée de contester la légitimité, la nécessité absolue de cet effort vers la production indispensable à la victoire finale. Nous devons y porter tous nos efforts.

Toutefois, dis-je, le mal est antérieur à la guerre. Le conflit actuel qui met en présence les forces vives des adversaires dans un combat géant, où les armes offensives et défensives consistent beaucoup en matières premières de toutes descriptions, a exigé dès le début une priorité pour l'enseignement des techniciens, au même degré que la préparation des soldats. des marins et des aviateurs. Le succès des opérations est devenu de plus en plus une question de supériorité de matériel. Mais bien avant les exigences indispensables des priorités de la défense, nous avions déjà commencé à nous laisser glisser à une vitesse accélérée vers cet enseignement dit pratique, qui renonçait à toute vraie culture, dès lors considérée inutile. Ce mouvement fut hélas trop souvent et un peu partout encouragé par les directeurs d'enseignement ou les inspecteurs d'études.

Je me souviens en particulier d'une campagne menée par un de de meshonorables collègues, à Teachers College, Columbia, en faveur de ce qu'il appelait la "modernisation des programmes". Il eut un grand nombre de disciples dans ce monde spécial qu'on appelle en Amérique "Education", et dont l'esprit consiste surtout à détruire ce qui existe, bon ou mauvais, au nom de ce qu'on croyait être le progrès. On oubliait que ces destructions devaient laisser l'étudiant sans aucune tradition, sans aucune culture, sans rien de ce que nos pères considéraient comme indispensable à

former un "gentleman" en Angleterre et un "honnête homme" en France.

J'ai bien souvent essayé de discuter les programmes d'études avec ce prophète moderne, sans jamais arriver à nous comprendre. Sa doctrine consistait à faire disparaître de l'enseignement public tout ce qui ne lui semblait pas d'une utilité immédiate, tout ce qui ne pouvait être commercialisé ou monayé. A sa suite se forma toute une école pédagogique composée surtout d'Educateurs (avec un E majuscule) gagnés au commercialisme de l'enseignement.

Partant de ce principe, on bannissait d'abord l'enseignment classique, le grec et le latin, l'histoire ancienne, et même l'histoire qui n'était pas strictement contemporaine. Que nous importe, disaient nos Educateurs, que vous connaissiez Charlemagne, Jeanne d'Arc, la reine Elizabeth ou Cromwell. On bannissait aussi l'enseignement de l'algèbre, science inutile. Une fois en si bon chemin, on attaquait jusqu'à l'anglais, la langue maternelle. Je me souviens encore de cette déclaration du groupe progressif: "Il suffit que vos élèves sachent assez d'anglais pour comprendre le Saturday Evening Post". Et ne croyez pas que fût une boutade, car ce groupe réformateur demandait la suppression de l'étude de l'anglais classique: plus de Shakespeare, plus de Milton, Est-ce que nous parlons comme ces gens-là aujourd'hui? Dans ce programme je réserve le plus beau pour la fin. Il supprimait purement et simplement les langues modernes, non seulement parce qu'on les juge inutiles à un fermier de l'Idaho, mais parce qu'elles représentent un élément "étranger" (foreign) countraire au vrai et pur nationalisme. Ne croyez-vous pas, mes chers collègues, que ce sont des âneries de ce genre qui ont conduit tant d'innocents Américains au défaitisme et ont failli nous coûter cher avant Pearl Harbor? Demandez donc un peu aux Nazis et aux Nippons s'ils ont jamais cru que l'enseignement des langues vivantes étrangères fût inutile. Dans ce domaine, hélas, nos ennemis ont pris sur nous une avance formidable comme celle qu'ils avaient prise en armements.

Vous voyez donc que la guerre n'a fait qu'empirer une situation déià déplorable, et à plusieurs reprises, des esprits avertis ont jeté le cri d'alarme. Si en effet nous considérons la situation avec un esprit averti et sans préjugé, il sera facile de voir que la culture est en train de disparaître. Or, si cela continue, nous allons droit vers une catastriphe nationale, lorsqu'au lieu d'une élite intellectuelle à la tête de la démocratie, nos lois, notre constitution, notre avenir même seront dans les mains de nos apprentis actuels. Ces apprentis, devenus maîtres dans leurs métiers, seront des ingénieurs experts. des électriciens adroits, des commercants avisés, des constructeurs expérimentés, vivant au jour le jour sans autre intérêt que leur métier. On saura fort bien manier des pinces, une scie, la charrue, le tracteur et mille machines merveilleuses qui facilitent le travail de l'ouvrier. Mais où sera alors la culture, cette éternelle et admirable lumière qu'un grand Français, Edouard Herriot définissait ainsi: "La culture générale est ce qui demeure quand on a oublié tout le reste". La vraie culture, basée sur un enseignement rationnel par un personnel capable, est une chose qui reste, qui ne s'oublie

La culture générale n'est pas seulement ce qui s'apprend pour passer des examens ou pour entrer au collège. Nous sommes tous témoins qu'aujourd'hui nos jeunes gens peuvent entrer à l'université sans aucune culture, ne possédant que des données très vagues et superficielles sur des tas de choses dont ils ne possèdent aucune. Il paraît qu'on ne lit plus; on ne veut plus se consacrer à des lectures utiles sur des sujets qu'on n'enseigne pas; lire non pas le Saturday Evening Post et ses semblables,

pour tuer le temps, mais lire de bons ouvrages par tous les grands créteurs de l'humanité, lire pour acquérir une connaissance durable, lire l'histoire, surtout passée, lire de bons ouvrages sur la géographie, les voyages, les découvertes, les inventions, lire tout ce qui est permanent dans la civilisation de notre globe, oui, certes, lire Homère et Virgile, lire Chaucer et Villon, Shakespeare et Molière, Swift et Voltaire. Dante et Milton. Macaulev et Michelet, Tolstoi et Bergson. . . Et ne croyez pas que cela soit une tâche bien difficile. On prend goût à ces lectures comme à jouer aux cartes ou à fumer. Cela devient souvent une nécessité au même degré que d'écouter la radio.

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Malheureusement la jeunesse actuelle se désinteresse complètement de tout ce qui élève les sentiments ou affine le goût. C'est la course aveugle vers la politique du dollar, vers les sensations vulgaires et les joies faciles. Il serait injuste, d'ailleurs, d'en blâmer seulement la jeunesse. Celle-ci ne va que là où on la pousse et se forme dans le cadre érigé par ses maîtres.' Dans trop de cas les examens ne sont qu'une farce. Au lieu d'être le filet au mailles serrées dont le but est d'arrêter tout le fretin sans valeur qui se rue aux examens, c'est un filet aux mailles géantes qui laisseraient passer une baleine. Si vous comprenez cette image, cela veut dire que les examens aujourd'hui ne sont plus faits pour arrêter les non-valeurs. Il faut vraiment être d'une nullité sans égale pour être arrêté à l'entrée au collège. Le triste résultat est que ces étudiants sont complètement perdus dès qu'on les met en présence d'une question qui implique la moindre culture générale en classiques, en littérature, en histoire, en langues anglaise ou étrangère, ou même, hélas en simple grammaire,

Autrefois, on connaissait la valeur des loisirs qui permettaient d'assimiler et de penser, car l'assimilation complète est un lent procédé qu'il ne faut pas brusquer. Avec des programmes où l'on travaillait en profondeur plutôt qu'en superficie, où l'on apprenait à l'élève à penser avant de parler, à faire un plan avant d'écrire, à développer son sens critique pour discerner le grand du petit, le beau du laid, le noble du vulgaire, le vrai du faux, on arrivait sans peine à former des élites dans tous les domaines.

Aujourd'hui, considérez les programmes imposés aux malheureux élèves. C'est une profusion, un fouillis à en perdre la raison. De plus, il semble que chaque professeur dans les écoles secondaires surtout, veuille donner à ses élèves la même charge de travail que si l'on n'avait que son cours à préparer, au lieu de les préparer en classe par des exercices oraux nombreux et variés. Pour arriver à satisfaire tous ses professeurs. l'élève est obligé de bâcler ses devoirs à la maison. On lui impose cette hâte qui ne permet aucune assimilation. Ajoutez à cela ses clubs, ses sports, sa musique, une comédie à préparer, le cinéma, la radio surtout, dont il ne faut pas manquer d'écouter les programmes insipides qui n'inspirent rien, mais qui habituent à gaspiller un temps précieux, ajoutez, dis-je à son temps d'étude tout ce que la vie moderne a de nul, d'incohérent, de banal, de vulgaire, de futile, de dégradant même, et votre malheureux disciple sera bien loin de songer à quoi que ce soit de noble, d'élevé, d'esthétique.

A cette situation lamentable, il n'y a qu'une solution; C'est celle que nous suggère le président Newton, et dont le mérite est son extrême simplicité; ne poussez pas vos élèves aveuglément sans aucun discernement vers les arts pratiques, surtout quand ils montrent les signes d'une disposition pour une culture classique et littéraire. Gardez-vous de détruire cette lumière peut-être encore vacillante, mais qui un jour pourra éclairer le monde.

# High Flight

MARON .

Oh, I have slipped the surly bonds of earth

And danced the skies on laughtersilvered wings,

Sunward I've climbed and joined the tumbling mirth

Of sun-split clouds — and done a hundred things

You have not dreamed of—wheeled and soared and swung

High in the sunlit silence. Hov'ring there

I've chased the shouting wind along and flung

My eager craft through footless halls of air.

Up, up the long delirious, burning blue

I've topped the windswept heights with easy grace

Where never lark, or even eagle flew.

And, while with silent, lifting mind

I've trod

The high untrespassed sanctity of space,

Put out my hand, and touched the face of God.

By Lt. J. G. MAGEE, Jr.



P.O. LEON GIBAULT
P.O. Gibault, formerly of St.
Paul, has been killed on active
service in England. When a
member of the aircrew board at
Lachine manning depot, P.O.
Gibault held the rank of Flight
Lieutenant but re-mustered in
aircrew some time age as an
air-gunner. Before his enlistment in the R.C.A.F. P.O. Gibault was a school superintendent in this province.

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# The MATH-SCI Corner

DR. A. J. COOK, University of Alberta J. T. CUYLER, B.A., Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuyler, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

### CULTIVATING THE ABILITY TO "OBSERVE" THROUGH SCIENCE INSTRUCTION

By R. W. McCREADY, M.Sc., Dean, Mount Royal College, Calgary

Only a few high school students will become scientists in the vocational sense of the word; nevertheless the abilities and habits of thinking developed through the use of the scientific method are of practical value in any type of work. The housekeeper, the farmer and the business man are all faced with problems which are being solved in everyday life through the use of scientific methods. Everyone is a scientist faced daily by new situations, the successful solution of which depends to a great degree on clear thinking. Clear thinking will also be necessary to solve the large number of post-war problems, which will command the attention of every citizen. Practice in using the scientific method of solving problems connected with high school science courses, will help to develop this desirable ability.

The first step towards acquiring the scientific method is the development of the ability to observe. The following space will be given to a few general remarks on the development of this ability. The ability to observe accurately and thoroughly is acquired through doing experiments, but before the student ever enters the laboratory, a few hints on the importance of exercising a great deal of care, will help in getting the desired results. Reading about some great discovery made possible by the painstaking work of the discoverer will help to emphasize the point and give an adventurous appeal to experimental work.

The observations made in any experiment may be divided into two kinds: qualitative and quantitative. The qualitative observations concern all properties which identify the object under examination. The ability to observe qualitatively is the ability to recognize. This ability is very important in the study of Biology and Chemistry. It is also important in every day life: to the doctor in recognizing symptoms of diseases; to the teacher in detecting the effects of his methods in teaching; to the citizen of the world in his particular walk of life.

Quantitative observations concern those made in taking measurement. Many laws of science especially those in the study of Physics, are based on accurate measurement. When making this type of observation great care must be taken to avoid errors.

The student should be thoroughly familiar with the purpose of the experiment and the nature of the apparatus before beginning to take observations. It is a good policy to have the student write the parts: object, theory and procedure, in his laboratory note book before the

laboratory period, leaving space for "observations", "calculations" and "results", to be filled in during the carrying out of the experiment. It is also a good policy to check the report before the student leaves the class, affording the teacher an opportunity to discuss the experiment while it is fresh in the mind of the student and to correct errors which may be concealed in the formal report. Integrity is an important part of scientific training and therefore all attempts to falsify must be thoroughly discouraged. The report should be made in a bound notebook. Writing observations on scrap paper, later to be copied into the formal report, is not scientific. Loose papers are easily misplaced and may be discarded by the student, who later will copy more attractive results from some other student.

The student is often disturbed by the discovery that his observations do not check with his preconceived ideas. He must learn to face the facts which his observations reveal to him. The subject of errors should be discussed, so that the student may be able to interpret his observations in relation to the law he is trying to prove. "What the book says", should not be regarded as the last word about any subject under investigation.

In order that the student may acquire the proper spirit of investigation, a demonstration of an experiment should be given. During the demonstration all the steps noted above may be pointed out to the class. After the student has had this preparation, there is no difficulty in making the work interesting. Laboratory periods are easy to manage as interest springs out of the work itself.

The good humor and sympathy of the teacher help to keep the natural interest in laboratory work. The laboratory is not the same as the classroom where more rigid discipline is necessary. However, serious work must be insisted upon, and it is a good policy therefore to keep the boys and girls separate for this work. The student must have plenty of time to complete his work. Haste spoils all that the experiment is supposed to accomplish. If the experiment cannot be done properly in the time allotted, it is better not to do it at all. It is well to have the laboratory period the last one of the day so that the student may work overtime without taking time from another subject.

Some students may wish to spend time outside the regular period to do research problems of their own. The formation of a science club will provide an outlet for this desire. The student should be free to attempt any problem that appeals to him, provided of course, that the cost is not prohibitive. The teacher can help a great deal to organize such a club and to give advice when it is wanted: otherwise the proceedings of the club should be in the hands of an elected executive. At the meetings an opportunity could be given to the members to "show off" their work by giving reports. The serving of refreshments will also add to the enjoyment of the occasion. Science clubs are proving to be very successful in developing research talent in the United States. Many students have been selected in Science Talent Searches for positions directly aiding the war effort.

The student should not get the impression that the laboratory is the only place where careful observation should be employed. There is a great deal to be discovered and learned by observing everyday life. Often important discoveries are made by observing very ordinary events or things. Newton developed the "Law of Gravity" as the result of observing an apple fall from a tree. The student may never attain Newton's scientific stature, but he can become a scientist in a small way and have the thrills of making discoveries.

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These discoveries may not be new to the world but, if they are new to the student, they will have the same appeal as if he had been the original discoverer. I will never forget the thrill I received when I, as a boy, discovered the principle of the syphon, while playing with a piece of hose in a rain barrel. When the student has acquired the habit of observing closely all that is happening about him, it ceases to become an effort and becomes a source of much enjoyment.

### Roots: square, lost and extraneous

Find the values of x for which  $\frac{x^2-16}{x-2} + \sqrt{x+4}$  (x-4) is zero.

Write the equation in the form

$$\sqrt{x+4} = \frac{x^2-16}{(x-2)(x-4)}$$

$$= \frac{x+4}{x-2}$$
therefore  $x+4 = \frac{(x+4)^2}{(x-2)^2}$ 
or  $(x-2)^2 = (x+4)$ 
Reduce to find

 $x^2-5x=0$ or x=5.

But x=5 does not satisfy the original equation. Hence there are no values of x for which the given function is zero! (Actually the given equation has three roots).

### For the School Library

The Slide Rule: E. J. Hills (Ginn, 1943) 75c.

Map Projections: J. Mainwaring (Macmillan, 1943), \$1.35. This book is well illustrated and is not technical. It is a fine presentation of the prob-

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lem and processes of mapping applied to the earth's surface.

### Science Facts

These facts are reported from The Science News Letter (1719 N. St., N.W., Washington, D.C.)

Biology teachers are aware of the unique achievement of Dr. Alexis Carroll who has kept a piece of chicken tissue alive and growing in nutrient fluid since 1912—a period of thirty-one years. Dr. Philip R. White has paralleled this by keeping a piece of tomato root growing for ten years at the Rockerfeller Institute for Medical Research.

A popular new book entitled Man's Unknown Ancestors by R. W. Murray would be of interest to Biology 2 students. The book which throws new light on the upward progress of Neanderthal Man is reviewed in The Science Newsletter, October 2, 1948.

Biology and Nature Study teachers wishing to add a literary volume to their Science Library would do well to consider Getting There by Robert M. Yergason (order from The Science News Letter, \$1.00). It consists of jingles about animal means of locomotion. Here is one:

"The Myriopoda, fast or slow, On multitudinous legs must go Astonishing though it appears There's rhythm in their myomeres".

### Query

It is possible to compute in a classroom the volume of one ton of cabbage (or other vegetables) when dehydrated and compressed. Will some Grade Nine class experiment and give their estimate?

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# INDUSTRIAL ARTS

DR. JOHN P. LIEBE Lethbridge

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LLOYD N. ELLIOTT Calgary

INDUSTRIAL ARTS AT DIFFER-ENT SCHOOL LEVELS

By C. ROSS FORD, B.Sc., Superintendent, Edson School Division

Industrial Arts activities fit naturally into the elementary school curriculum, because of the child's insatiable curiosity and urge to create. However, in the six grade school there is no need for the Industrial Arts shop and the specialized instructor. There is no thought or suggestion of promoting vocational education at this level, but students may learn the rudiments of work and work-relationships. They may gain notions of service and some understanding of the interdependence of people and employments. The Industrial Arts teacher at the intermediate or secondary school level can assist very materially with the presentation of manipulative activities in the elementary school and should take every opportunity to aid with experiences related to his field. It will be sufficient if those completing the sixth grade know that industry is important, that there are many industries, that men work so that they and others may live, and that later, each one of them must be ready to take his place in the occupational world.

In the intermediate school or during corresponding years we make no attempt towards vocational preparation. These boys and girls we inform, encourage and seek to interest. It is during this period of adolescence that the school attempts to supply expanding experiences of an exploratory nature. Industrial Arts shops, representative of half a dozen fields of work, are set up. Special instructors are secured to represent and

sample these work types or areas. Through guidance, investigation, experimentation and actual manipulative activities, both boys and girls are able to develop a broader understanding of the world about them. If we attempt to train specifically, if we even give strong consideration to community type, we tend to forsake the major purpose of the intermediate school.

There is provision in the Industrial Arts program in the intermediate school for several subject areas, which might well be compulsory for all boys. It is regrettable, however, that the current tendency is to allow the field to become limited by offering continually year after year the same hackneyed units with emphasis on "the project". The intermediate school is the place in the complete school where experiences should be extensive rather than intensive, broad rather than limited, and exploratory rather than preparatory. What an attractive assignment and what a challenge for a teacher who can think and feel exploration and guidance! Many pupils during these three years will decide to drop consideration of industrial working and earning, many others will have become strongly attracted to the same, and these experiences will form the basis for later occupational choices and preparation which is as it should be.

In the senior high school the courses are mainly elective and rightly so; it seems advisable that departments offer more intensified courses without restricting the choice. For many students the high school is the terminal training institution. We think of it as preparatory. Some

students at this stage need preparation for higher institutions of learning. Normal School or University. while a greater number need preparation for rather immediate entrance to a working world. A percentage of the latter are certain to begin work in industrial or related fields. Some pupils may well pursue Industrial Arts courses throughout the whole of their intermediate and high school program. beginning with scatter, and closing with intensive effort in a selected field. Some individuals may well be excused or discouraged. Others will find that the Industrial Arts courses support their college or professional intentions. Certain courses, technical in nature, aid in courses in engineering, dentistry, industrial arts teaching, and the like. Others should be based on industry, local and general: should be truly vocational in nature and lead to occupation within the home community, if so desired.

We may call the varied courses industrial arts, technical, vocational training, trade preparatory, as we prefer. The name or the classification cannot change the fact of the need. on the part of the pupils, or the responsibility on the part of districts. There must be increased provision for preparation and training for life work, and the responsibility rests fully on the shoulders of the cosmopolitan, co-educational secondary schools. No other institution can serve the necessary number, give the necessary geographical scatter, nor meet so fully the requirements of individual and society. No other institution will come to be sufficiently acceptable to young people and their parents. The more vocational arrangements that can be made, (with the assistance of necessary Federal funds) the more nearly we shall approach the fulfillment of the Canadian ideal in secondary education.

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When Children Ask About Sex. By the staff of the Child Study Association of America. 15 pages, 20c. unlike the I.T.S. and Air Cadet manual. It consists of 780 pages of well illustrated material arranged in five books: Book One, Aircraft History and Design; Book Two, Human



Factors in Flight; Book Three, Aerodynamics; Book Four, Aircraft Engines; Book Five, Meteorology; Book Six, Communications; Book Seven, Air Navigation.

Opening the book at chapter five, we study stresses on the airplane structure, tension, compression, shearing, torsion, bending, load factor, etc. The chapter concludes with a set of review questions and study projects.

The text in Mathematics is particularly interesting, the contents are: (1) Terms used in aviation (2) Fuel and oil (3) Air mail (4) Fractions and decimals (5) Air express (6) Area and volume (7) Air travel (8) Graphs (9) Airplanes (10) Average (11) Metric system (12) Ratio (13) Percentage (14) Equations (15) Design problems (16) Center of gravity (17) Other formulas (18) Trigonometry (19) Navigation (20) Radius of action (21) Interception.

The problems are informative and stimulating; here is one on percentage. The weight of a Boeing Clipper is 84,000 lbs. fully loaded. The fuel capacity is 5400 gals. (1 gallon weighs 8 lbs.). What per cent of the total weight is the weight of the fuel? In this problem information is given about the weight of a Clipper, its fuel capacity, and the weight of an American gallon. This problem is typical of the hundreds of problems in the book. It is a splendid book to use with any mathematics class, particularly if the instructor wants live supplementary material. The price is 75c.

Physical Science in the Air Age. Price selling for 90c. Like its companion mathematics text is a streamlined Science text suitable for supplementary use in grades XI and XII. The contents are (1) Aircraft (2) Air as a medium for flight (3) Airfoils and air forces (4) Forces acting upon an airplane (5) How the propellor pulls the plane (6) The control of an airplane in flight (7) Airplane engines (8) Materials used in Airplanes (9) Airplane fuels (10) Aerial Navigation (11) Meteorology in aviation (12) Radio in aviation (13) Some uses of the airplane.

These books should be on the must list of every teacher of air cadets and future aviators. Every text has a splendid bibliography.

T. C. Segsworth, R.C.A.F., McGill University.

### LETTER-WRITING CONTESTS

Boys and girls between the ages of ten and fifteen are invited to write to Junior Scholastic a weekly news magazine used extensively in United States classrooms for students in current events and literature. One column of this publication is devoted each week to a letter from a child in Latin America, and it is proposed to publish letters also from Canadian children. A \$5.00 prize is given to each child whose letter is published. Suggested themes are from daily life: school, favorite hobby, an interesting vacation trip, some distinctive feature of the locality, war shortages, defense work in the school or farm, etc.

# Season's Greetings

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Edmonton Normal School ALUMNI MEMBERS

Your executive and council decided to cancel the Annual Christmas Dance for 1943.

See you at Easter—Maybe!

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# TWIDDLING THE DIAL

NATIONAL SCHOOL BROAD-CASTS 1944

Many teachers made use of the series of National School Broadcasts over station CKUA on Friday afternoons at 3 p.m. from October 15th to December 10th inclusive and the following is an outline of the series to be broadcast in 1944:

The Way of Free Men (suggested title): A six weeks' series from January 14th to February 18th, inclusive. This will dramatize in simple terms some of the principles of democracy, such as tolerance, majority rule, equality of opportunity, respect for the Law and equality before it, the privileges of living together in communities and the contributions the individual must make in return. The treatment will be in terms of the average school child's experiences.

Proud Procession (suggested title): An eight weeks' series beginning Friday, February 25th. This will be a set of programmes on pioneers in various fields of Canadian achievement, stressing the variety of opportunity and stimulating the desire for accomplishment. The fields suggested are—Science, Industry, Music, Engineering, Public Life, Geology, Community, Medicine, Art and Aviation, from which eight will be chosen.

It is expected that the above series will be heard at the same time over the same station as the pre-Christmas broadcasts. The CBC is very anxious to have the co-operation and support of teachers in making these courses known and having them used to the best advantage in the schools. The broadcasts will be aimed at Grades 6-10 and for students of these grades there is a chance of an extension of educational activities beyond the school-room and their own immediate environment.

STORY HOUR

The Calgary Public Library would like teachers to know that its regular Saturday morning Story Hour is now being broadcast over Station CFAC at 10.15. This makes it possible for boys and girls all over Alberta to listen to these stories. The stories are carefully chosen from the folk lore of many countries and from the best of modern imaginative writers. The purpose of a Library Story Hour is. of course, to arouse in children a desire to read, and to introduce them to different types of stories and to widen their reading interests. The stories are told by experienced storytellers to a group of children who gather in the Library, and it is hoped that the boys and girls outside Calgary who listen on the air will come to feel themselves part of this group.

We are aware, as are teachers, of the deplorable lack of suitable radio programs for boys and girls. This program is an honest attempt to give them worth-while entertainment which is particularly suited to their tastes and needs. We believe that the boys and girls of Alberta will listen with pleasure if they know about the program. May we ask the help of all teachers in giving wide publicity to this broadcast which is from 10.15 to 10.45 each Saturday morning?

We are grateful to Radio Station CFAC for this opportunity to reach a wider audience with our Story Hours. But we realize that a radio station cannot be expected to continue a program which does not attract a large listening audience. So, if you listen to these programs and believe that they fill a need in the lives of boys and girls, will you encourage the children and their parents to write to CFAC expressing their appreciation? We know that teachers are busy people. We know too that their opinion carries much weight in a community, so we shall be grateful for your help.

### ARE YOU LISTENING . . .

to the educational programmes from

# RADIO STATION CKUA

(580 kc)

### THE STATION OF THE UNIVERSITY OF ALBERTA

School Broadcasts . . . Adult Education.

Educational Forum . . . Behind the Headlines.

Farm Radio Forum . . . Of Things to Come.

Study and Discussion Material to Accompany Farm Radio Forum and Of Things to Come Available to Listening Groups

For CKUA Programme Schedule, Study Group Bulletin, Information on Listening Groups

write: Department of Extension, University of Alberta, Edmonton, Alberta

Teachers will find many broadcasts from the University Radio Station, CKUA (580 kc) of interest and advantage to themselves and to their pupils. A partial list of these follows: **News Commentaries**  $\begin{array}{c} 5:45 - 6:00 \\ 12:00 - 12:15 \\ 12:15 - 12:30 \\ 6:15 - 6:30 \\ 7:45 - 8:00 \end{array}$ CBC News Round-up-every week-day Sunday Sunday Washington Commentary
Anzac News Letter Wednesday Wednesday Week-end Review ..... Behind the Headlines ..... Topics of Social Significance
National Farm Forum
Alberta Adult Education Monday Tuesday 8:30-9:00 6:30-7:00 
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 The People's Business ..... Educational Forum ..... Post-War Reconstruction ...... Credit Unions ..... Co-ops are on the Air ..... Books and the Theatre Curtain Going Up ..... Monday 6:45-7:00 Tuesday 4:30—4:45
Wednesday 8:30—9:00
Friday 9:30—10:00 Book Chat Theatre Time CBC Drama
Correspondence School Broadcasts Wednesday 9:15— 9:45 Friday 9:15— 9:30 Thursday 6:45— 7:00 Thursday 8:30— 8:45 French courses, ...... Monday and Wednesday These Make History Thursday 6:45—7:00 Choose Your World Thursday 8:30—8:45 In addition to these broadcasts, musical programmes, some originating with the CBC, and others arranged from CKUA's fine record library, are presented each day.



### Association Announcements

### TRANSFER OF PENSION FUNDS FROM ONE PROVINCE TO ANOTHER

At the last two C.T.F. Conventions there has been a discussion as to the possibility of transferring the Pension Funds of a person from one province to another after said person takes employment as a teacher in another province.

This matter was referred to the C.N.E.A. at their Quebec Conference and Dr. V. K. Greer, President, of the C.N.E.A. and Chief Inspector of Public and Separate Schools in Ontario maintain that they are endeavoring to amend the Teachers' and Inspectors', Superannuation Act in that province in order that teachers outside Ontario may have their contributions to the Pension Fund transferred.

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The Provincial Organization of Alberta are also taking action to explore the possibility of similar amendments and it is hoped that this transfer of Pensions will become general among all of the Provinces.

# SUMMER EMPLOYMENT OF ALBERTA TEACHERS

Head Office wishes to thank all teachers who responded to the appeal in the October-November issue of The A.T.A. Magazine regarding the work performed by teachers during the summer vacation. According to the statistics compiled by this office the teachers of this province greatly assisted in solving Canada's acute labor shortage. The length of time worked varied from three weeks to three and

one-half months and teachers were well represented in every phase of Canadian industry and on the farms. It is hoped that during the following summer months members of the teaching profession will engage in similar undertakings and contribute to the general man power situation.

# CURRICULUM REVISION COMMITTEE

The revised Course of Studies for Grade Ten has been in the hands of Alberta teachers since the first of October, and by this time fairly definite opinions concerning its value must have crystallized. Your views are eagerly sought by the A.T.A. Curriculum Revision Committee, who are anxious to prepare a report summarizing the opinions of as many teachers as possible. Last spring, contributions to the revision of the Grade Ten Course were most helpful and necessary, and were much appreciated by the Committee. Now your Committee is once more soliciting your support and asking that teachers in all sections of the province, either privately or through the Local Revision Committee, submit estimates and appraisals of each or all of the courses in Grade Ten Mathematics, Science Social Studies, and English.

If the proposed changes in the High School Course are to be made, revision work must be immediately carried into the 2nd, 3rd and 4th year subjects. Teachers, therefore, interested in the more advanced high school grades are asked to review seriously their experiences and observations of the past few years and offer to the Revision Committee their criticisms of the present course and their proposals for a new one. Particularly, would those instructing in the much discussed electives state their opinions? It cannot be too emphatically stated that the successful work of the A.T.A. Curriculum Revision Committee depends to the greatest degree upon this co-operation of teachers. If it is withheld, your Committee can voice only private or sectional opinions, but if it is granted, the Committee can speak with authority of the feelings and attitudes of the teaching profession in the Province. Assist the Committee by addressing your communications to: Miss Catherine Barclay, 212 - 12th Ave. N.W., Calgary, or R. M. Dobson, 1316-14th Ave. West, Calgary.

### RE INCOME TAX

Mr. C. F. Elliott, Deputy Minister and Commissioner of Income Tax writes to the Secretary of the Canadian Teachers' Federation to the effect that in the Province of Alberta where a certain amount is required to be paid by teachers to an organization set up by the Government of that Province, the payments to such an organization are mandatory under the Provincial Statutes and for that reason they are deductable from income before arriving at the net income on which Income Tax has to be paid.

Teachers are urged to take advantage of this when filing their Income Tax returns in March. 1944.

### NEWSLETTERS

Locals wishing to have newsletters printed are requested to notify the Head Office. Head Office bears the cost of the labor entailed and the Locals are required to pay for the paper, ink, chemicals, stencils and postage. Samples of newsletters from various Locals are available on application to this office.

### NEW SOCIAL STUDIES BOOKS

### THE STORY OF ENGLAND AND THE EMPIRE

by

John Mackenzie Wood and Aileen Garland

This matchless story by Mr. Wood has been revised and enlarged by Miss Garland to fit exactly the Course "B" Social Studies for Grades VII and VIII. You will be delighted with it: List price .85

### CANADIAN SOCIAL STUDIES UNIT READERS

A new series of unit readers written by Western teachers on the pattern of the Basic Social Education Unitexts. Suitable for Grades V - VIII.

Adventurers of England on Hudson Bay — Aileen Garland The Story of Wheat — Donalda Dickie

". . . Three Little Indians" — Muriel Uprichard

We Live Together — James Warren Chafe

Other titles in preparation. List price .30

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# **Local News**

**ATHABASCA** 

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m liThe organizing meeting of the Athabascs Sub-local was held in the Athabasca School, Saturday, November 6th at 2 p.m. The following officers were elected: President, Miss E. Watti; Vice-president, Mrs. A. Miss E. Waitti; Vice-president, Mrs. A. Donahue; Secretary-treasurer, Miss E. I. Buchholz; Press Correspondent, Miss L. R. Scott. The councillor will be elected later. The meetings are to be held on the first Saturday of each month at 2 p.m. in the Athabasca School. The speaker at the December meeting will be the superintendent, Mr. W. E. Hodgson and all teachers in the district are requested to be present.

### ATHABASCA CONVENTION

More than 50 teachers registered at the Convention held in the High School at Athabasca on Friday, November 19th and Saturday morning. Evidence of the teachers' interest in their work was shown by their regular attendance at the long sessions and by the number of questions asked and suggestions offered. The room was filled for each session.

Following the opening of the Convention Following the opening of the Convention and the impressive invocation given by Archdeacon Little, Mayor Falconer in his address of welcome said that he had become increasingly aware of the greater need for training in citizenship in Canadian schools.

Training in citzenship in Canadian schools.

Mr. F. R. Peers of the Department of
Extension spoke on "Education in a World
of Peace to Follow the War", and Mr. L.
Kunellus, M.A., dealt interestingly with the
topic "Enterprise Procedure". A great deal
of discussion followed his address.

Practical demonstrations of methods and

materials were given by local teachers. Mrs E. Bryan presented many useful and varied ideas in Arts and Crafts, From inexpensive ideas in Arts and Crafts. From inexpensive materials, she showed how useful and artistic articles could be made by the children. The Primary Reading Demonstration given by Mrs. S. R. Adamson (Colinton) with her three beginners proved to be both interesting and valuable. Miss Waitti and the Grade IX class gave a good demonstration of the use of the "Open Forum" in teaching Social Studies. Mr. N. Kowalchuk spoke interestingly on "Vitalizing the Science Program" and was followed by Mrs. E. B. Parker-Nordon with a useful demonstration of some experiments that could be performed with inexpensive home equipment. Parker-Nordon with a useful demonstration of some experiments that could be performed with inexpensive home equipment. To Mr. W. E. Hodgson, Superintendent of Schools, is due a large measure of the success of the convention. His energetic and interested manner had a good influence throughout the sessions. His outline of Social Studies in the Intermediate Grades was a great help to all Social Studies was a great help to all Social Studies was not presided over an interesting and beneficial open forum discussion of school problems of many different natures.

Miss I. Buchholz, only remaining member of last year's Local executive, presided efficiently over the convention, and was elected president of the A.T.A. Local for the year. Also elected were: Miss O. T. Forbes, Vice-president and Miss L. R. Soctt, secretary.

secretary secretary.

On Friday evening, many of the teachers and their guests spent an enjoyable informal social evening at the school. Games, a delicious lunch and lively duncing until the small hours proved to be good relaxation after the long sessions during the day.

### CALGARY RURAL

The Calgary Rural Local of the Alberta Teachers' Association held its annual meet-ing in the east private dining room of the Palliser Hotel on Friday, November 26th, New officers for the year include Mr. R. Russel, West Calgary, President; Mr. W. Matheson, Glemmore, Vice-president; Mr. G. Russel. West Calgary, President; Mr. W. Matheson, Glemmore, Vice-president; Mr. G. Staal, Bowness, Secretary-treasurer; Local bulletin editor, Mr. R. L. Bittle, Langdon; Councillor to the Calgary Council A.T.A. Mrs. Hyssop, Maryland; Press Reporter, Mr. J. A. Brown, Hubalta. Other committees were formed and several resolutions were passed to be forwarded to the Central Executive of the A.T.A. for consideration. These included a resolution re the freezing of teachers, protesting the legislation, and asking for its repeal. The idea of a province wide schedule was approved, with the provide schedule was approved, with the provide schedule was approved, with the provide schedule was approved, with the province and the schedule was approved, with the province schedule was approved. asking for its repeal. The idea on a provide schedule was approved, with the provision that initial salaries must not be average for other working wide schedule was approved, with the pro-vision that initial salaries must not be lower than the average for other working people. A resolution re discrimination be-tween men and women in the profession was passed; the Local going on record as being opposed to discriminatory practice. The next meeting of the Local will be a general meeting in January, and all members are urged to be present.

### CASTOR CONVENTION

Teachers within the bounds of Castor Division met in a one-day Convention at Castor on Friday, November 12th. Attendance was excellent as 61 of a possible 69 wers registered. The meeting was called to order at 10 a.m. by the president, M. R. wers registered. The meeting was called to order at 10 a.m. by the president, M. R. Butterfield. Mayor C. R. Cousineau, in a short but interesting address, welcomed the teachers to Castor. Mrs. Wallin of Halkirk very fittingly replied on behalf of the visiting teachers. Dr. J. C. Hewson "called the roll", and the teachers in turn stood up so that the rest would know who they were. Two "combinations" were revealed; a mother-dauchter combination—Mrs. Gladys Two "combinations" were revealed; a mother-daughter combination—Mrs. Gladys Wallace and her daughter Margaret Wallace; a man and wife combination, Mr. and Mrs. John Voloshin.

John Voloshin.

The Convention broke up into two concurrent sessions—Divisions I and II met under the chairmanship of Dr. J. C. Hewson, and Intermediate and High School teachers met in a group under the chairmanship of Mr. H. Brooks, principal of Castor school. Both groups held round table discussions during which much lively and inatructive discussion took place. A number of teachers in each group led in the discussions.

At the opening of the afternoon session, J. C. Hewson dealt with some important points concerning administration and curriculum. He stressed the need for Home and

points
School Organizations in paving the way for
School Organizations in paving the way for
the "Education of Tomorrow".

It was regretted that no representative
from the A.T.A. was able to be present. The
meeting favored Sub-local Track Meets,
with financial aid from the Local During
the past year, the Byemoor-Endiang Sublocal was the only one which had taken an
active part in this work.

The following Salarry Negotiating Committee was elected, giving one representative
from each of the five Sub-locals: Coronation
Sub-local, M. R. Butterfield, Coronation
Castor Sub-local, Mr. H. Brooks, Castor;
Halkirk-Gadsby Sub-local, Mrs. Peta Wallin, Halkirk: Byemoor-Endiang Sub-local,
Mr. Arthur Thumlert, Endiang: BrownfieldMrs. Misa Mill. Bulwark.

Halkirk-Gadsby Sub-local, Mrs. Fetra wain, Halkirk: Byemoor-Endiang Sub-local, Mr. Arthur Thumlert, Endiang: Brownfield-Bulwark Sub-local, Miss Mill. Bulwark.
The Annual Election of Officers resulted as follows: President, M. R. Butterfield, Coronation: Vice-president, H. C. Brooks, Castor: Secretary-treasurer, Miss Velma Caddey, Castor. Councillors: Castor Sub-local,

Mr. J. Voloshin, Castor; Coronation Callocal. G. D. O. Carr, Coronation; Halkirk-Gadsby Sub-local, Mrs. Petra Wallin, Halkirk; Byemoor-Endiang Sub-local, F. A. Endiang; Brownfield-Bulwark

kirk: Byemoor-Endlang: Sub-local, F. A. Thumlert, Endlang: Brownfield-Bulwark Sub-local, Miss Hansen, Castor. The Pollowing the Annual General Meeting, the teachers retired to their own Sub-local graps to each their own officers and drag of the sub-local graps to each their own officers and drag of the sub-local graps of the sub-local graps of the sub-local graps of the sub-local graps to each their own officers and drag of the sub-local graps of the sub-

tertainment for the teachers during the evening. A variety program was sponsored by the United Church Ladies' Aid, and thoroughly enjoyed. Jackson Brothers presented "The Gay Sisters" at the Pekin Theatre, and the Castor Detachment of the Calgary Tanks sponsored the dance in the evening

### CLOVER BAR

CLOVER BAR

The organization meeting of the Clover Bar Local was held in the library room of the Masonic Temple on October 24th. The new executive was elected as follows: President, Mr. Percy; Vice-president, Mr. McEleney; Secretary-treasurer, Miss Renaud; Councillor, Mr. McEleney; Press Reporter, Miss Joya Discussions took place regarding a possible date for the fall convention, time of preceding meetings, and type of program for the year. The next meeting will be held on November 6th at two o'clock All teachers concerned are specially asked to attend the meetings. the meetings.

### CZAR-HUGHENDEN

CZAR-HUGHENDEN

A meeting of the Czar-Hughenden Sublocal was held in the Junior Room of the
Rushesa held in the Junior Room of the
Rushesa held in the Junior Room of the
Sushesa held in Starday, November
20th with spool on Starday, November
20th with Subol on Starday, November
20th with Subol on Starday, November
20th his half of the Starday of Hughenden;
President, Miss M. Mather of Hughenden;
Vice-president, Mr. A. Strandberg of Metiskow; Secretary-treasurer, Miss L. Briksson,
of Czar. Miss M. Dixon was appointed Press
Correspondent. Matters of business were
dealt with and it was decided that study
groups be formed to read and report was
books to be chosen at the next meeting.
Two papers were then given; one on "Music
in the School" by Miss M. Mather; and one Two papers were then given; one on "Music in the School" by Miss M. Mather; and one on "Frimary Reading" by Miss M. Dixon. These were followed by interesting and helpful discussions of various school problems. After the meeting, the members adjourned to the cafe for refreshments. The next meeting will be held in Czar, Saturday, December 18th.

### DEL BONITA

The annual meeting of the A.T.A. Sub-local The annual meeting of the A.T.A. Sub-local was held at the Jefferson school on October 29th with nine teachers present. Miss E. W. Duff presided, while Mrs. Pitts was acting secretary. Discussions regarding the one-day secretary. Discussions regarding the one-day convention, teacherage accommodation, Cor-respondence Courses in French and the summer vacation, were followed by resolu-tions regarding the above matters. The new

Where visiting teachers DINE and meet their friends.

### he SHAST*a*

Completely Remodelled and Modernized

executive was then elected as follows: President, Mr. H. A. Ferguson; Vice-president, Mr. H. West; Secretary-tressurer, Miss H. M. Bews; Representative to the St. Mary's Local, Miss E. W. Duff. It was decided to hold monthly meetings at the Jefferson and Del Bonita schools alternately. Following the business meeting the Jefferson teachers served a wild-game support to those present.

### FCREMONT

EGREMONT

The October meeting of the Egremont Sub-local took place at the home of Mr. and Mrs. D. Murray. The following executive was elected: President, Mr. Shermata; Vicepresident, Mr. D. Murray; Secretary-treasurer and Press Correspondent, Miss Mildred Hajek; Councillor, Mr. Donald Murray. Some discussion took place on the Enterprise Project undertaken by the Division. It was decided to hold the meetings on the third Thursday of each month, the following one is to take place at the home of Mr. and Mrs. Sheremata. After adjournment a most delightful lunch was served by the hostess, Mrs. D. Murray. Mrs. D. Murray.

### FDSON

EDSON

The opening meeting of the Edson Sublocal was held in the Home Economics room on October 12th. The thirteen members of the staff were present and the following executive was elected: President, Mrs. R. Wells, Secretary, Miss M. Coutts; Press Reporter, Miss F. Ciclarelli; Councillor, Mr. H. Dakin. A Salary Schedule Committee was elected with Miss G. Merserau as convener and with Mr. G. French and Mrs. I. Oatway on the committee was re-organized with members as follows: Convener, Mr. Wells; Secretary, Mrs. M. Nelson; Committee, Miss Spence, Mrs. Graham, Mrs. Sandeman, Miss Campbell. A very enjoyable lunch was served by Mrs. Gardiner. l. A very enj Mrs. Gardiner.

bell. A very enjoyable lunch was served by Mrs. Gardiner.

The second meeting of the Edson Subcals was held on November let with Mrs. Gardiner in the chair. It was reported that the Milk for Britain Fund Drive on Hallowe'en was very successful with returns of \$153.34. It was agreed that the Teacher-Parent Meet held in the Vet's Hall on October 21st was also were used to be the beld in Edson Inspectorate which is held in the definition of the Edson Inspectorate which is Mersereau gave a report on behalf of the Salary Schedule Committee. A delightful lunch was served by Mrs. Ostway and Mrs. Nelson.

### FACULTY OF EDUCATION LOCAL

On Tuesday evening November 2nd, an assembly of the members of the A.T.A. Local for the Faculty of Education was held. After the minutes were read by the secretary, and a financial report was given by the treasurer, Dr. LaZerte spoke to the group on the topic, "Touring the A.T.A." Speaking from a wide background of experience, Dr. LaZerte told of many interesting and pertinent angles of the organization.

### FAUST-KINUSO

The first meeting of the Faust-Kinuso Sub-local was held in Kinuso teachersge on Saturday, November 6th All teachers wers in attendance. Officers for the year wars elected and are as follows: President, Mr. Ken McConkey; Vice-president, Mrs. C. Bannister; Secretary-treasurer and Press Correspondent, Mrs. E. Hadley; Councillor, Miss Mary Kyle. Convention and various school topics were discussed. Lunch was

served and the evening was spent in playing hadminton

### HOLDEN CONVENTION

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ŧ 8 HOLDEN CONVENTION

Over 100 teachers assembled at Holden Community Hall on Friday, November 19th, for the Fall Teachers' Convention, and this number included the teachers of the Holden School 'Division No. 17 and teachers of the town of Ryley, Tofield and Viking in addition to teachers of Bruce, Kinsella and Holden already within the division. Mr. E. Hardy of Holden, Past-president, occupied the chair and Mr. James Hemphill of Bruce was acting Secretary in place of Mr. Olsenberg. Mr. J. A. Richardson of Lindbrook, as auditor, gave the financial statement showing a balance of approximately \$63.00 on hand and \$150.00 to the Association's credit at Head Office of A.T.A.

Mr. John Barnett, Secretary-treasurer and

credit at Head Office of A.T.A.
Mr. John Barnett, Secretary-treasurer and
Managing Editor of The A.T.A. Magazine,
addressed the convention. Mr. J. H. McLean,
Superintendent of Holden Division, addressed
the teachers on "The Personality of Child."
Also speaking at the Convention were
Mr. A. Lefarud, Viking, Chairman of Divisional Board and Trustees C. Barber, Viking

and Lars Peterson, Holden.

A round table conference was the main feature of the balance of the programme under the chairmanship of Mr. J. W. Hemphill of Bruce.

The election of officers resulted in: President, Mr. W. Brushett, Holden; Vicepresident, Mr. Lars Olson, Tofield; Secretary-treasurer, Mr. James Hemphill, Bruce.

### KITSCOTY-ISLAY

The Kitscoty-Islay Sub-local held its re-organization meeting on Wednesday, Novem-ber 3rd, in the Kitscoty Intermediate Room. ber 3rd, in the Kitscoty Intermediate Room. The following were selected to the executive: President, Miss Anna Wilson; Vice-president, Miss Katheen MacNab; Secretary-treasurer, Miss Nellie Redmond; Councillor, Mr. Hardid White; Press Correspondent, Miss Sweaswanson. Mr. White and Mr. Smith reported on the plans which had been made for the coming convention to be held in Lloydminster on November 11th and 12th. It was decided to have the next meeting on Saturday, December 4th, at 2 o'clock in the Kitscoty Intermediate Room.

### LETHBRIDGE DIVISION CONVENTION

During Convention Day, November 12th, the Lethbridge Division Local held its annual meeting. Mr. W. J. White, President, gave an encouraging report of the year's activities. A hearty vote of appreciation was extended to Mr. White and his entire Execu-tive for their efforts on behalf of all the tive for their efforts on behalf of all the members of the Local. In the absence of Miss Pengilly, Mr. Arthur Wade of Coalele, acting in the capacity of auditor gave the financial report. Mr. T. L. Hughes of Wrentham, was appointed as temporary secretary. A very comprehensive report of the work of the Salary Negotiating Committee was presented by Mr. Leonard Shields of the Constitute Committee was presented by Mr. Constitute of the Salary Negotiating Committee was presented by Mr. Leonard Committee was presented by Mr. Constitute the constitute of the Salary Negotiating Committee was presented by Mr. Constitute the constitute of the c mittee was presented by Mr. Leonard Shields of Turin. The negotiating Committee met after the meeting and decided to ap-proach the Board before the year's end to

proach the Board before the year's end to finish the matter of salary revision.

The officers for the coming year were elected as follows: President, M. Holman, Diamond City; Vice-president, L. Shields, Turin; Secretary-treasurer, P. W. R. Holt, Diamond City; Press Correspondent, A. Simcoe, Readymade School; Negotiating Committee: L. Shields representing Lethbridge Northern Sub-local; M. Holman representing Nobleford-Coalhurst Sub-local; T. L. Hughes representing Warner-Wrentham Sub-local; A. Simcoe representing Coaldale Sub-local; A. Simcoe representing Cammangay-Champlon McKenzie representing Cammangay-Champlon McKenzie representing Carmangay-Champion Sub-local.

### MARWAYNE-STREAMSTOWN

MARWAYNE-STREAMSTOWN
A meeting of the Marwayne-Streamstown
Sub-local, A.T.A. was held on November
20th, 1943, at Marwayne. Elected for the
coming term were: President, Mr. John
David; Secretary-treasurer, Miss Ella Doull;
Vice-president, Miss Marion MacDonald; David; Secretary-treasurer, Miss Ella Doull; Vice-president, Miss Marion MacDonald; Press Correspondent, Miss Lesley Robson; Councillor, Mr. John David. The Christmas Concerts, throughout the Sub-local, are to Concerts, throughout the Sub-local, are to be limited to a maximum time of 50 minutes actual concert. As nearly as possible the meetings will alternate between Marwayne and Streamstown. The next meeting will be held on January 15th, 1944 at Streamstown. A discussion group, on Choral Speech and Remedial English, will be led by Miss Doull.

### DEDWATER OPAL

A re-organization meeting of the Red-water-Opal Sub-local was held at Redwater on November 3rd. The following officers were elected: President and Councillor, Walter J. Chaba; Vice-president, Nick Kraychy; Secretary-treasurer, Mrs. D. Atkinson; Press Correspondent, Mrs. L. Chaba; Projector Committee, Miss L. Laukas and Mr. jector Committee, Miss L. Laukas and Mr. N. Kraychy. Arrangements were made for the purchase of batteries after which the projector is to be operated on its regular circuit. Meetings will be held regularly the first Wednesday of every month. New members are urged to attend.

### SWALWELL.

SWALWELL

On October 21st, the Swalwell Sub-local held its reorganization meeting in the Swalwell High School at which the following officers were elected: President, Mr. F. Plante; Vice-president, Mr. R. Bieber; Secretary-treasurer, Mr. Miller; Councillor, Mr. R. Eyres; Press Correspondent, Mrs. M. Mycommittee, Mrs. M. Seyens; Mrs. Shepherd, Mrs. Empey, A lively discussion period followed, during which various topics were debated, including means of fostering courtesy in the school; methods of covering library books; and the use of the authorized report card. The regular meetings will be held on the third Thuraday of each month. At the close of the meeting lunch was served in the Home Economics room.

### STRAWBERRY

The Strawberry Division Sub-local held its first meeting on November 11th at the Thorsby School. Fifteen members were present. The executive for the coming year were elected as follows: President, Miss A. Campbell; Vice-president, Mr. W. Smith; Secretary, Mrs. R. Munden and Press Correspondent Mr. V. J. Pailer. Most of the evening was spent discussing plans for the coming one-day convention which will be held December 10, at Breton. A delicious lunch was served by the Thorsby teachers and the meeting closed with a lively singsong. song.

### TWO HILLS

The re-organization meeting of the Two Hills Sub-local was held in the Two Hills School on November 6th. The new executive

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was elected as follows: President, Mr. R. Samoil; Vice-president, Mrs. K. Miskiw; Samoil; Vice-president, Mrs. K. Miskiw; Secretary-treasurer, Mr. W. H. Gegolick; Press Correspondent, Mr. W. J. Chernecki; Social Committee, Mrs. M. Chernecki, Mr. J. Berezan, Miss C. Faryna, It was decided that the Sub-local meet on the first Saturday of each month and the January meeting will be held on the 8th. Mr. N. Poohkay led a lively discussion on the community service. An itinerary of the film projector was re-arranged. The committee in charge will send out a hectograph copy to each member of the Sub-local. Education week was discussed and at the conclusion of business a very enjoyable lunch was served by Mrs. N. Poohkay.

WAINWRIGHT

At the organization meeting held during the Convention at Wainwright on November 5th, the following officers were elected for the Wainwright Sub-local: President, M. D. Meade; Vice-president, Mrs. G. Dregar; Secretary-treasurer, Mrs. M. C. Alexander. The first regular meeting of the Sub-local was held at the Wainwright High School on November 20th, with an excellent turn-out of members. Further officers elected at this meeting were: M. D. Meade, Press Correspondent; Mrs. E. McLean, District Councilor; and Miss R. Nyberg and Mrs. Dregar, programme committee. This meeting was addressed by Superintendent Coutts, who cattlined a pronoaed teachers'-helps bulletin addressed by Superintendent Coutts, who outlined a proposed teachers'-helps bulletin which he hopes to publish with the cooperation of the teachers of the Division.

WHEATLAND
The annual meeting of the Wheatland
Local was held in the High School at
Strathmore on Wednesday, October 27th,
at 8 p.m. Mr. Crowther presided while Mr.
J. Crellin presented the financial statement
for the past year. An election of officers
for the years of 1943-44 resulted in the
re-election of Mr. Crowther, Principal at
Strathmore, President; Mr. John Slemcoe,
Principal at Carseland, Vice-president; Mr.
J. Crellin, of Strathmore staff, Secretarytreasurer; Mr. McLean, Namaka, Councillor
and Mrs. M. H, Kimmitt, Carseland, staff,
Press Convenor. Plans were formulated for
the monthly meetings. The next meeting
will be held on November 17th at 8 p.m.
at the Carseland town school. WHEATLAND

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